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An experimental vocational rehabilitation program for the mentally retarded (mean IQ=65.8, mean level of academic achievement=3rd grade) was conducted by Goodwill Industries from December 1958 to November 1962. Of 371 clients who were evaluated for occupational, academic, and vocational abilities, 337 completed the full diagnostic phase of the program. Clients lived at home or in a boarding home; in addition to job skills they were trained in family living, personal hygiene, conduct, citizenship, and work attitudes. Jobs were broken into separate tasks; clients received tryouts in from three to seven work areas and were evaluated in each. A number of trainees received on the job training at other agencies. Ninety-six or 28.5% of the trainees were dropped from the program primarily because of behavioral disturbances that could not be resolved in the scope of the program. Of those who completed evaluation, 33 were placed in competitive jobs, three were recommended for further diagnosis, 26 for training in trade schools, and 179 for training in Goodwill Industries. Results indicate that the mentally retarded can successfully be trained to be employable and to live satisfactorily in the community; additional programs are needed to prevent or alleviate behavior problems which prevent otherwise capable persons from getting and holding jobs. (RP)

ED027660

Work-Citizenship Preparation of Mentally Retarded Adults

SELECTED DEMONSTRATION PROJECT #278

SPONSORED BY:

THE VOCATIONAL REHABILITATION ADMINISTRATION
U.S. Department of Health, Education, and Welfare
THE MISSOURI SECTION FOR VOCATIONAL REHABILITATION
THE KANSAS VOCATIONAL REHABILITATION SERVICE

~~EC003 463~~ EC003 432

GOODWILL INDUSTRIES OF GREATER KANSAS CITY

J. EVERETT McCLUHAN	H. T. GRAGERT
Executive Director	Project Director

December 1, 1958 to November 30, 1962

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WORK-CITIZENSHIP PREPARATION SERVICES FOR MENTALLY RETARDED ADULTS

A REPORT ON:

SELECTED DEMONSTRATION PROJECT # 278

PREPARED BY:

H.T. GRAGERT
PROJECT DIRECTOR

A Handbook on Organization and Operation of a Specialized Habilitation Program in a Multiple-Handicap Workshop

A Discussion of Evaluation and Training Techniques

A Discussion of Essential Work Preparation Services

A Discussion of Essential Citizenship Preparation Services

Project Results

GOODWILL INDUSTRIES OF GREATER KANSAS CITY

J. EVERETT McCLUHAN
EXECUTIVE DIRECTOR

This investigation is supported in part by a research or selected demonstration special project grant from the Vocational Rehabilitation Administration, Department of Health, Education, and Welfare

Evaluation & Training Center

DEDICATION

When presenting a report such as this it is customary to prepare a frontspiece which contains the names of Project Staff members; but because there have been so many fine persons associated with this project from its very inception to the present, we here would like to respectfully dedicate this report to all of them, and list only the committee each has served on or the staff position each has held. Especially do we reserve the highest degree of gratitude for our production supervisors who have so unselfishly given of themselves to successfully combine the productive and training function necessary to help our clients, the mentally retarded, to full citizenship.

Goodwill Industries Board of Directors

Executive Director

Assistant Executive Director

Training Director

Staff Psychologist
Placement Supervisor
Coordinator-Workshop Operations
Physician
Personnel Director
Public Relations Director
Sales Manager

Case Worker
Training Supervisor
Training Secretary
Nurse
Personnel Assistant
Business Manager
Operations Manager

Production Supervisors

Hardgoods
Sub-Contract Workshop
Shoe Repair
Transportation

Textiles
Pricing
Building Maintenance
Custodial Maintenance

Goodwill Industries Rehabilitation Committee

SD # 278 Professional Advisory Committee

Administration, District Supervisors, and Rehabilitation Counselors
Kansas and Missouri Divisions for Vocational Rehabilitation

Regional Director and Assistants
Vocational Rehabilitation Administration

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SECTION I

BACKGROUND

CHAPTER I

THE SEED

Rehabilitation agencies, unlike political and social institutions, are more apt to be modified by the processes of evolution than by the forces of revolution; nevertheless, over the years, quite radical shifts in orientation, philosophy, and objectives may take place; so that at any given time the existing agency may bear little resemblance to the parent organization. This has been the case with Goodwill Industries as a national body, it has tended to be the case with the majority of local Goodwill Industries.

The parent plan, which later became Goodwill Industries, was conceived out of the social, economic, and spiritual needs of the indigent population of the large urban areas who were subject to the flux of economic pressures, cultural restrictions, and employment practices typical of the large metropolitan areas at the turn of the century. The parent idea was grounded on the concern of the religious community for the spiritual and physical needs of its parishoners and the proselytes whom its program might attract; and in accord with the social philosophies and benevolence practices of its time it met the needs that were not being fulfilled by other sections of the community.

During the course of time, however, the subtle evolutionary processes of an awakened social conscience on the part of the American community as a whole began to exert some pressures on the original philosophies and practices of Goodwill Industries. Because of burgeoning public assistance programs and passage of various types of social welfare legislation the needs that had been instrumental in formulation of the Goodwill idea were being met better by other agencies and resources in the community so that if Goodwill were to survive as a dynamic agency for community service it was necessary that the changing needs of the community be re-evaluated and such modifications of programming as were indicated be built into the practices of the parent body.

The re-evaluation of Goodwill and its place in the community service structure aided the founding fathers to chart a new direction for the agency structure. It was apparent that employment services for the handicapped and disabled were not to be found. The result of this lack of work opportunity was the creation of dependency patterns and consequent loss of self respect and status for the handicapped. In accordance with the existence of these newly outlined needs Goodwill revised its practice and the "Traditional" program, which is known today as Goodwill Industries was begun.

The basic idea, then as now, consisted of affording remunerative employment to the handicapped through the repair and sale of merchandise that had been donated to the agency by the community. In one sense of the word this constituted an extension of the barter system, the trading of labor and vocational residuals rather than dependence upon the sympathetic contempt of the community. In a larger sense of the word, however, the

Goodwill philosophy went far beyond the simple provision of employment to the handicapped. It recognized that there is no such thing as the "economic man", the "physical man", the "moral man". It sought to provide for the "whole man", the man with needs for self respect, economic sufficiency, employment status, and spiritual fulfillment. This has remained the cornerstone of the Goodwill plan through the succeeding modifications brought about by the changes in welfare and rehabilitation concepts to which it has been exposed over the years.

While the traditional program still serves as the foundation of the Goodwill plan, the evolutionary forces of modern rehabilitation concepts have brought about extensions and modifications on the national level, which have resulted in Goodwill's becoming an internationally recognized force in the provision of organized rehabilitation programs for the handicapped of America, and the world. Today, under the leadership of the national coordinative body, Goodwill Industries throughout the nation provide a wide variety of professional rehabilitation services for the individual communitys which each serves. These services range from those provided in multi-million dollar comprehensive rehabilitation facilities to specialized research and demonstration projects; from provision of complete orthopedic services to vocational diagnosis and training, and each and all of these developments have come about through needs evidenced in the community, they are community supported, and each is operated on the philosophy that the majority of the handicapped want;

"not charity, but a chance".

Thus we can readily see how evolutionary forces have created radical changes in the national and local Goodwill structure without affecting the underlying philosophical strength of the movement. We can see that Goodwill Industries has moved, from:

an organization devoted to meeting the relief needs of the indigent of the community, to:

an organization dedicated to provision of vocational opportunity to the handicapped.

From strict attention to physical, economic, and spiritual needs, to:

an organized rehabilitation concept and program.

From narrow guage attention to purely local needs and problems, to:

organized programming on the state and national levels.

From purely local encouragement and support, to:

cooperative action with state and federal agencies.

If is true that the past casts its shadow before it, then the shadow cast by Goodwill Industries would certainly lead us to predict that this organization will continue steadfast in its chosen course as a positive, dynamic, responsive, growing band of agencies; working together with community, state, and nation in establishing resources to meet the multi-faceted needs of the handicapped; who require, and ask, only the opportunity to use the resources each possesses to fulfill his part in the construction of the American purpose.

CHAPTER II

GERMINATION

Goodwill Industries of greater Kansas City has in its own growth and development traced the evolutionary patterns of the parent agency in sensing community rehabilitation needs and modifying its operational methods and concepts to conform to the demands of the rehabilitation environment.

While this particular Industries first saw the light of day some thirty-five years ago it has only within the past decade become involved in total rehabilitation programming. This reflects no discredit to Kansas City Goodwill Industries, for the initial formative concepts of this agency were prescribed by, and followed very closely, the operational philosophies and administrative practices established by the parent organization. That is, the primary purpose of Goodwill Industries was to provide employment opportunity to handicapped people, however, with the passage of Public Law 565 and the increasing usage of private agencies by the state DVR, Kansas City began cooperating with the state rehabilitation administration in affording training opportunities in specifically designated training areas for the clients who were referred by DVR. Goodwill Industries thus served as an agency of execution rather than initiation. It served only to carry out the instructions of the DVR counselor, who had done the preliminary evaluation and drawn up the training plan himself. Goodwill then served as a trades training center for DVR clients, but during these formative years Goodwill was strengthening its ties with DVR and establishing close working relationships with other rehabilitation agencies in the community.

In the period 1953-58 a comprehensive survey of Kansas City rehabilitation facilities was instituted by a research and demonstration agency. One of the primary purposes of the survey was to outline means of better utilizing existing community agencies to increase the rehabilitation services potential of the greater Kansas City area. During the course of the survey it became glaringly apparent that there dwelt within the body of the community at large a great section of handicapped persons for whom little, if anything, existed in-so-far as any organized rehabilitation planning or programming was concerned. This body of handicapped citizens was labeled "mentally retarded"; it consisted of adult men and women who had completed such academic training as was available for them and had been returned to the community as having achieved "maximum benefit". Unfortunately, maximum benefit simply meant that the retarded person had been successful in effacing himself from the notice of authority to such an extent that he had completed an academic program with a minimum of friction. It did not mean, nor did it imply, that he had acquired any skills that would make him saleable to an employer in the community. It did not even mean that he was equipped to cope with the social demands of his environment. It simply meant that he was now a free agent. He could fold his hands, roam the streets, watch TV; he could do any of the things he wished to do, except work. This is not meant as a diatribe against neglecting use of the tried and proved ways either, we seek only improvement. The pages to follow will go into detail as to the methods, practices, etc. of the history of Selected Demonstration Project #278, but it cannot fully detail what is to come. We will refuse to allow the dead hand of the past to inhibit our thinking, or our actions, in habilitation of the retarded. We will utilize past experience for improving the tried methods and as a point of departure toward developing bolder and more imaginative means of opening new vistas to the retarded client whom we serve. We can say that SD #278 has served as a catalyst in the evolution of our habilitation thinking, and concomitantly our experiences with the project have affected our thinking and methods on all levels. We accept, we welcome, the knowledge of our responsibility to the community and to the handicapped who ask only for the services necessary to help them to acquire the personal and vocational impetus necessary to bursting the bonds of disability and moving toward achievement of responsibility, freedom, pride of citizenship in the community, state, and nation.

CHAPTER III

SOME BASIC CONSIDERATIONS

The rehabilitation potential that exists within any given Goodwill Industries generally bears a high degree of relationship to that found in all other Goodwill Industries with any differences that might exist being present in the areas of leadership and direction rather than in philosophy and goals. Each Goodwill Industries possesses certain factors, in common with others, that given the proper impetus and direction can be instrumental in helping develop a highly effective tool of rehabilitation.

First of all, no Goodwill Industries needs to organize and maintain a "simulated" work environment. Within each industries the actual work station materiels and experience exist to provide a real work environment that is approximately the same as that found in a similar situation in the competitive world of work. This can be highly advantageous in developing programs of effective work skills and attitudes for the retarded; for each client can be exposed to conditions that he might be expected to meet within the framework of the compteitive community.

Secondly, Goodwill Industries as a whole can be considered as non-specialists. That is, the client employee population of the workshop at any given time does not represent a single handicap classification. The workshop population is made up of individuals representing the totality of handicaps, and, except in the most exceptional circustances, no one type of handicap is predominant. This creates a favorable atmosphere for the establishment of a specialized rehabilitation program in that the multiple-handicap shop affords the wide range of individual differences that may be found in the community at large.

Because of its production approach and means of support, Goodwill Industries offers a multitude of work stations and job operations for the use of the rehabilitation team in evaluating the work potential of the client. It is possible to expose the client to a wide variety of job operations and vocational experiences in order to determine his maximum capabilities in the future, and as he develops in the training area it is possible to expose him gradually to realistic production pressures such as he will be expected to meet and master in the world of work.

In addition to the work stations available for client evaluation Goodwill Industries also affords a reservoir of supervisory skills that can be brought to bear upon the evaluation of the training potential of the mentally retarded. It is possible to expose the client to a wide variety of supervisory climates which may range from the most permissive to the highly authoritarian and thus help to discover the employment framework within which he may function the best, and concomitantly he can be exposed to skillful, realistic instruction in meeting and carrying out the requirements of a job.

Still another factor favorable to training and placement of the retarded is that fact that through its traditional program of rehabilitation employment Goodwill Industries possesses numerous community contacts that are helpful to the placement program. This can help immeasurably in creating favorable job placement situations, while the Goodwill public relations program can be utilized in helping to focus community attention on the vocational potential that exists within the pool of mentally retarded adults in the community.

There are many other factors, tangible and intangible, which favor Goodwill Industries in developing effective habilitation programs for the retarded, but basically we might say that Goodwill possesses a long history of concern for the needs of the handicapped, and a national and individual philosophy and program of "reality orientation" that in turn creates an environment of realistic industrial similitude geared closely to the vocational, economic, and social standards of the community. All of these things cannot help but create a most favorable climate for the evaluation, training, and job placement of the mentally retarded.

We would be remiss, at this point, if we did not point out that in spite of the many factors contributing to a favorable habilitation environment within the framework of Goodwill Industries there are other factors, which if not considered realistically can inhibit or even halt the development of habilitation programming in such an agency.

First of all it should be clearly recognized that although Goodwill Industries in general is dedicated to the task of rehabilitation and/or meeting the restorative needs of the handicapped in the community; it must necessarily achieve its objectives through the production and sale of goods. This then creates a work-production philosophy and environment that is basic, for without a solid production-sales foundation no Goodwill Industries can long support a formal research or rehabilitation program no matter how well it may be subsidized during its formative stages. It would follow then that size, type, scope, or even the organization of any Goodwill Industries rehabilitation program must be dictated by the operational size and financial stability and acumen of the sponsoring Industries.

Apropos to leadership, the Executive Director, Board of Directors, and all executive and supervisory staff must be thoroughly familiar with the aims, methods, direction, and general place within the framework of the Industries of the rehabilitation program. Communications, both vertically and horizontally, must be clear, continuing, and thoroughly understood. This latter is especially mandatory; for the habilitation program operates within the framework of production and administration and cuts across all departmental lines and vested interests.

The responsibility for the overall operation of the rehabilitation program must be definitely assigned to the executive leadership of the Goodwill Industries, and in turn delegation of authority for the implementation of agreed upon program may be made to the appropriate staff person or persons. It is generally wise to assign directional authority to the head of the Rehabilitation Services Department with the project head reporting to that staff person. The table of organization may vary from Industries to Industries, but the leadership in rehabilitation programming must clearly understand lines of authority and effective usage of channels of communication.

As we have stated previously, the supervisory staff within the Goodwill Industries is a major asset to the rehabilitation program. These production supervisors should be cultivated assidiously, for although lacking sometimes in the professional jargon they do represent the cumulative total of a good many years of experience in working with the handicapped and mentally retarded. The production supervisor should be entrusted with the responsibility for direction of the routine activities of the trainee, and should observe and correct mistakes in work procedures so that the client may be exposed to the types of correction and supervision that he may realistically be expected to meet after placement. The production supervisor should be made a functioning part of the total rehabilitation scheme, and his observations and recommendations should be taken into consideration in making any decision regarding programming or placement.

Any Goodwill Industries contemplating the organization of a formal rehabilitation should by all means form close alliance with the Division for Vocational Rehabilitation within its state. This is the primary agency for client referral, it has a wealth of experience and know-how in helping to develop a program, and through its counselors and consultative staff can make many adjunctive services available that would be prohibitive for any one program to manage. It goes without saying that DVR should be kept informed and aware of program progress, and be made an integral functioning part of the rehabilitation team.

Certainly an area that needs much attention by any Goodwill Industries seeking to establish a rehabilitation program is that of preliminary planning. Goals should be set, methodologies developed, and programming established with a long range perspective. It is quite true that grants and subsidies look enticing to the struggling agency, but eventually all such well springs of financial resources must dry up and the program manage to run itself by use of resources available in the community. When a project is first planned that should be a basic consideration in determining whether or not such a program is to be implemented.

Still another area of pre-planning involves placement. No matter how large the Industries it cannot continue to absorb the graduated trainee within its own ranks. Early effective planning must be done and community contacts established so as to move the client out into the competitive community at the earliest possible time commensurate with his state of readiness.

The aforegoing are a few of the factors that we visualize as predisposing or precluding establishment of a rehabilitation program within a Goodwill Industries. Undoubtedly there are many more, it has been our feeling that the factors listed are basic and should be taken into account with all other individual factors in the organization of a rehabilitation program.

We are working with people at all stages, and it is in the interest of the people involved that pitfalls be bridged in advance, if possible. Careful planning, good staffing, effective use of facility resources, effective integration of DVR and community resources are all essential to an effective program, but all must stand or fall on the merits of the people involved in working with the mentally retarded, and other, clients who come for help.

SECTION II

SELECTED DEMONSTRATION PROJECT # 278

PLANNING, ORGANIZATION, AND DEVELOPMENT

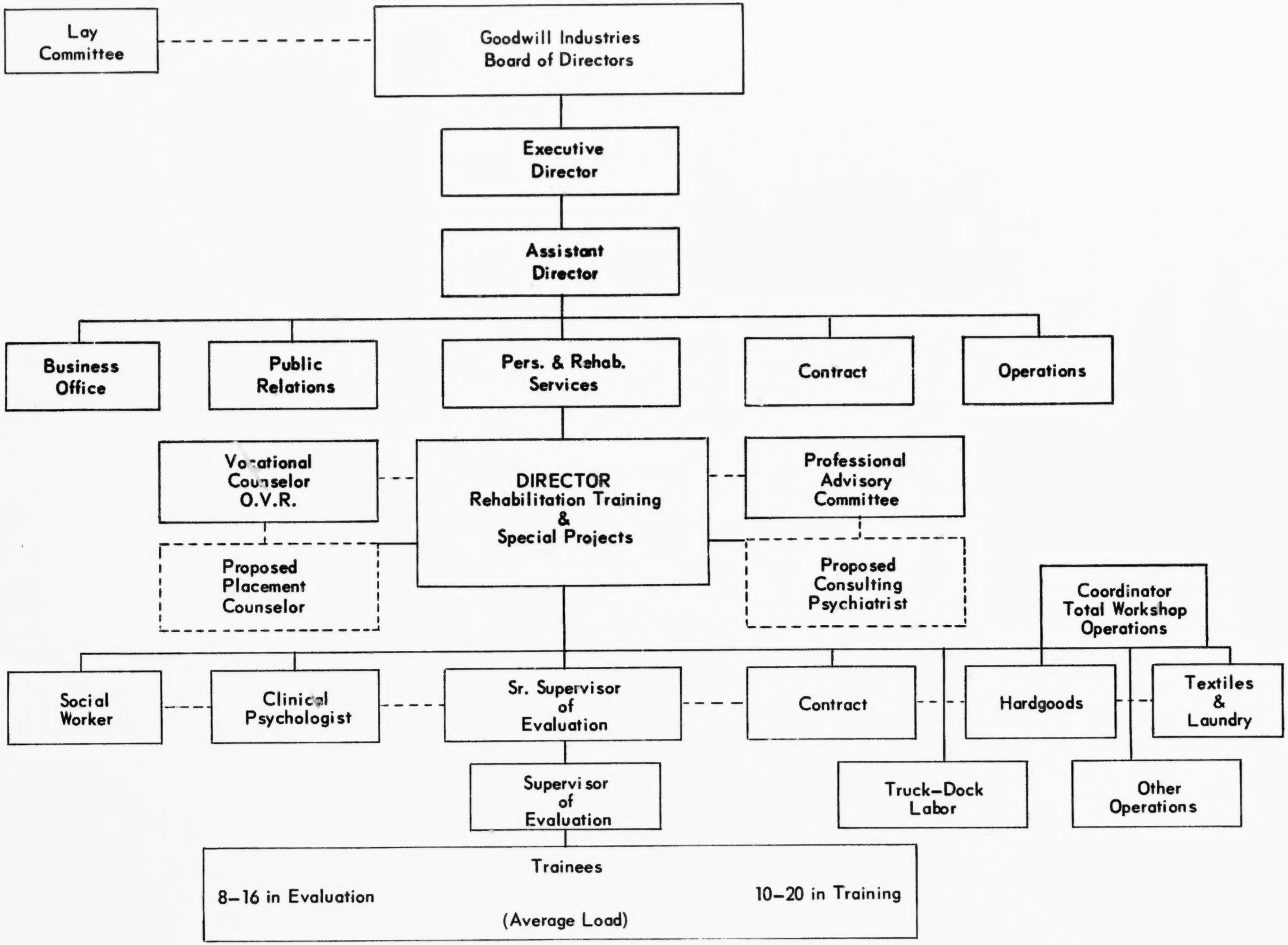
CHAPTER IV

ADMINISTRATIVE AND ORGANIZATIONAL DETAILS

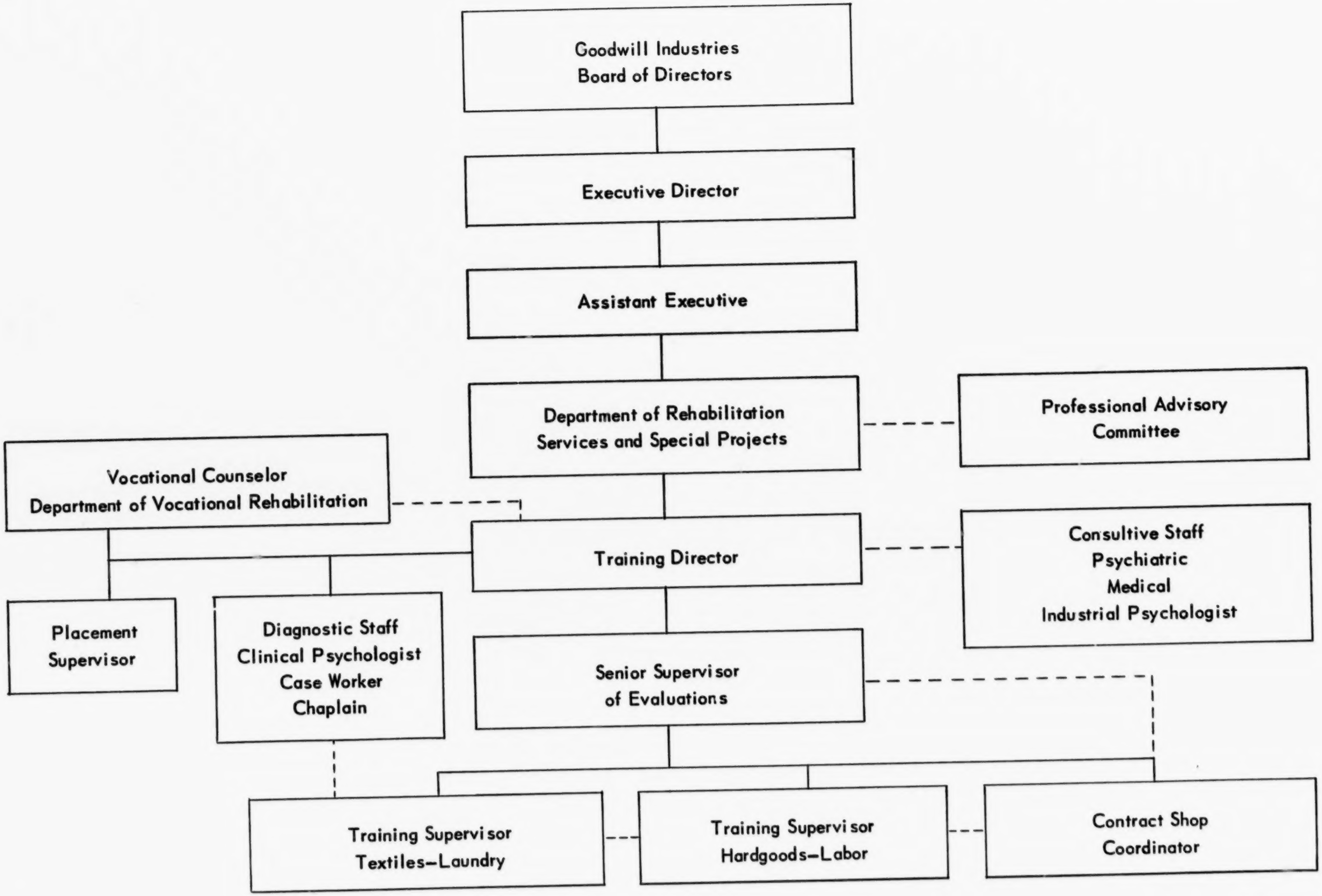
When Selected Demonstration Project # 278 became operative on December 1, 1958 there were a number of factors that needed to be taken into consideration in so far as the administrative structure of the project and its relationship to the line function of Goodwill Industries was concerned. Some of these factors consisted of essential criteria established by the Vocational Rehabilitation Administration, some were dictated by the administrative and operational structure of Goodwill Industries itself. Some pre-planning had gone on, but it required a number of executive meetings and careful consideration of project function in relationship to basic program function in order to come up with a sufficiently flexible table of organization to enable the project to function effectively and at the same time allow for necessary autonomy of actinn within the project itself. As the project was initially organized responsibility was assigned to a Director of Rehabilitation Training and Special Projects who reported to the Department of Personnel and Rehabilitation Services. Responsibility for overall direction was placed in the Executive Director who in turn was accountable to the Board of Directors. Within the framework of the project itself the professional staff reported to the Project Director who in turn delegated certain areas of responsibility for diagnosis, treatment, evaluation, and training to project staff. A coordinator of workshop operations was appointed, and special problems in project client-production client relationships were coordinated through his office. In its initial stages the project utilized the production supervisor almost exclusively for purposes of work evaluation and reporting. (See initial table of organization)

As Project #278 moved along the forces of rehabilitation evolution began to make themselves felt. It became obvious that the total habilitation problems of the mentally retarded required more than a purely functional vocational training approach; although it was recognized that the reality orientation of the project should not be done away with, it was felt that a blending of therapy and pragmatism should do much to improve services and program content.

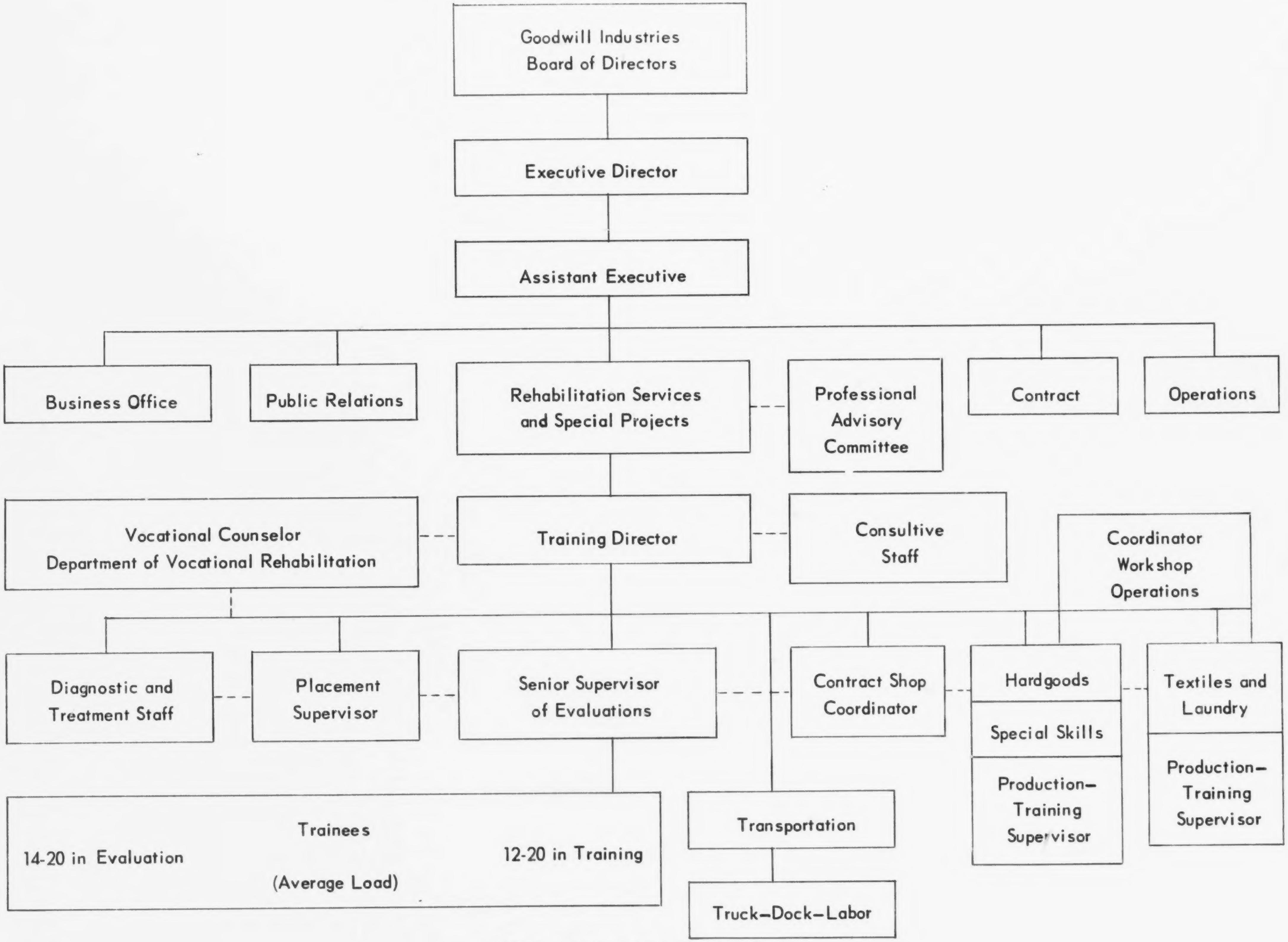
When Project #278 was brought to a close in 1962 an almost complete realignment and staff expansion had taken place. (See final table of organization) Project responsibility was now assigned to the Department of Rehabilitation Services and Special Projects, who reported directly to the Executive Director. The operational aspects of the project were assigned to the Training Director with the members of the diagnostic, consultative, and supervisory training staff reporting to him. The placement supervisor, working together with the DVR counselor, reported directly to the Training Director, and the diagnostic staff and supervisory training staff worked very closely with the production supervisors in all phases of diagnosis and training. The Evaluation and Training Section by this revamping had achieved autonomy of training function without losing the advantages of close inter-relationships with the pragmatic core of the work operation, the production supervisor. While the evolutionary phases of the program created some internal problems, none of these were of a degree as to hamper direction, drive, or goals of Goodwill Industries and of the Training Section. The obvious value of a completely coordinated evaluation and training-production program has been manifested in the overall record of the project in training and placing the mentally retarded, as well as in the efficacy of blending the training-production function in-so-far as the production supervisor is concerned.


Lay Committee
Goodwill Industries Board of Directors
Executive Director
Assistant Director
Business Office
Public Relations
Pers. & Rehab. Services
Contract
Operations
Vocational Counselor O.V.R.
DIRECTOR Rehabilitation Training & Special Projects
Professional Advisory Committee
Proposed Placement Counselor
Proposed Consulting Psychiatrist
Coordinator Total Workshop Operations
Social Worker
Clinical Psychologist
Sr. Supervisor of Evaluation
Contract
Hardgoods
Textiles & Laundry
Supervisor of Evaluation
Truck–Dock Labor
Other Operations
Trainees
8–16 in Evaluation
10–20 in Training
(Average Load)

INITIAL TABLE OF ORGANIZATION


Goodwill Industries Board of Directors
Executive Director
Assistant Executive
Department of Rehabilitation Services and Special Projects
Professional Advisory Committee
Vocational Counselor Department of Vocational Rehabilitation
Training Director
Consultive Staff Psychiatric Medical Industrial Psychologist
Placement Supervisor
Diagnostic Staff Clinical Psychologist Case Worker Chaplain
Senior Supervisor of Evaluations
Training Supervisor Textiles–Laundry
Training Supervisor Hardgoods–Labor
Contract Shop Coordinator

EVALUATION & TRAINING SECTION LINE FUNCTION


Goodwill Industries
Board of Directors
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Department of Vocational Rehabilitation
Training Director
Consultive
Staff
Coordinator
Workshop
Operations
Diagnostic and
Treatment Staff
Placement
Supervisor
Senior Supervisor
of Evaluations
Contract Shop
Coordinator
Hardgoods
Special Skills
Production–
Training
Supervisor
Textiles and
Laundry
Production–
Training
Supervisor
Trainees
14-20 in Evaluation
12-20 in Training
(Average Load)
Transportation
Truck–Dock–Labor

FINAL TABLE OF ORGANIZATION

CHAPTER V

THE PROFESSIONAL ADVISORY COMMITTEE

For an actual example of dedication to the cause of the retarded one would need to go far to find one to match that of the Professional Advisory Committee to Project #278. This is a group of interested people, representing the disciplines attendant to habilitation of the retarded who give freely of their time and effort to help the retarded adult take his rightful place in the community. The committee now meets quarterly, or for special occasions, but in the early stages of the project, when the going was tough, and all the advice and counsel of the committee was badly needed the meetings were held monthly, and through the encouragement and collective wisdom of this group SD #278 avoided many pitfalls that might have seriously hindered the development of the project.

The following community agencies are represented on the Professional Advisory Committee:

Goodwill Industries
University of Kansas Medical Center
Kansas and Missouri DVR
Family and Children's Service of Kansas City
Kansas City Board of Education (Special Education)
Psychiatric Receiving Center
Jackson County Office of Public Welfare
Kansas and Missouri Employment Services
Regional Health and Welfare Council

Among the many, many areas considered by the committee and resolved for the benefit of the project are:

Action and program in individual cases

General program modification

Development of psychiatric consulting services to the project

Addition of placement supervisor to project staff

Development of domiciliary facilities for clients

Development of functional personal-work adjustment program

Development of uniform employer prospectus

Means and methods of implementing on-the-job training possibilities to allow for program expansion.

Recreational programs for the retarded.

The aforegoing are really only a few of the critical areas in which the advice and counsel of the professional advisory committee has been of major benefit to project growth and development. Throughout the life of the project and since the project has been carried on as a part of the total community rehabilitation effort this committee has continued to meet, to advise, and to render its utmost in the efforts being made to bring citizenship to the mentally retarded adult.

It is well nigh impossible to name particular agency representatives in a report such as this one, but you know who you are, and as you read this report; read it with the awareness that we couldn't have done what we have done without your help. You have our gratitude, and I am sure you share the gratitude of our clients and their families; many of whom may not even be aware of the existence of this committee.

CHAPTER VI

STAFFING

Recruiting the proper staff for a services project is of paramount importance. It is all very well to draw up and detail elaborate charts of organization, and to illustrate and teach lines of communication, and to delineate line and staff functions. All of these things are important and necessary to effective organizational functioning, but they have no meaning in the absence of properly qualified, adequately trained, and effectively directed staff, who are aware of the goals of the project; the philosophies underlying the project; the means chosen to achieve the goals; and sympatetic cooperation with all these factors.

The following descriptions of staff, titles, qualifications, etc., are based entirely upon the experience of this project, and the goals, methods, philosophies which motivated its activation and operation. Such descriptions would probably not apply to a research project, for instance, but in a vocationally reality oriented program in a Goodwill Industries or in any training-production centered workshop they should serve as guide lines to staff recruitment and orientation to an extent.

Following are some of the staff duties, qualities, etc., which we have come to feel as important to habilitation personnel as a result of our experience in SD #278.

PROJECT DIRECTOR:

A. Reports to the Executive Director. Is responsible for the overall supervision and direction of total project staff, and indirectly responsible for achieving adequate training function of production staff. He sees to it that adequate records of diagnostic impressions and test results are made, that thorough work diagnosis is accomplished, and that diagnostic and training recommendations are made with the needs and potentials of the client in mind. The project director must see to it that findings regarding the client are communicated to the proper persons clearly and succinctly, and that proper interpretations of diagnostic materials are made to the counselor, parents, client, and employer. He must stand ready to safeguard the interests of the client in spite of pressures to move him along more rapidly into the placment situation, but he must not allow him to be held in training any longer than is necessary to insure the maximum degree of placement readiness and insurability of most suitable placement. He must take such steps as are necessary to insure adequate and effective follow-up services to keep the client placed and working following placement, and must take proper action, when necessary, to insure proper client conformity to moral and social standards of the community in which the client is working and the work situation into which he has been placed.

B. The Project Director should be minimally qualified on the master's degree level, but he should not be a specialist. This person should have a knowledge of the world of work, and have proved himself capable of vocational competence in an area or areas other than the strict rehabilitation disciplines. A liberal arts background with grounding in the social or behavioral sciences would be recommended, but more than the purely academic qualifications should be present. The project director should have an awareness and understanding of the basic needs and motivations of people and be able to communicate these to his staff and the community. He should also possess, or be capable of acquiring, the patience, sensitivity, and tact to coordinate the activities and goals of two different worlds in helping to achieve employability for the mentally retarded adult.

TRAINING DIRECTOR:

A. Reports to the Project Director. He is responsible for the everyday operation of the project, and directly supervises the activities of the training staff. He makes himself aware of the individual client, and directs the course of his diagnosis. He checks the accuracy of reports, makes recommendations as to effective supervisory methods, and keeps himself informed as to client progress in all phases of the individual program. The training director prepares such reports as are necessary, and makes recommendations as to trainee and evaluee status, movements, downgrading or upgrading. He investigates or causes the investigation of trainee problems, and assigns the appropriate staff person to deal with the situation. He makes recommendations as to counseling direction, and in some cases assumes the responsibility for client or family counseling himself. He reports and interprets findings and behavioral observations to the persons concerned, and maintains good working relationships with production and other staff.

B. The Training Director should be most minimally qualified at the Bachelor's Degree level, the master's is preferable. He too should be a non-specialist, and he too should have acquaintance with the standards and demands of the world of work. While having the capacity to be highly objective, he should also be sensitive to the needs of his clients, and be capable of making the most suitable recommendations as to client programming or treatments. It is essential that he be capable of perceiving differeing viewpoints and of bringing them together into an effective individual or group program; keeping in mind the needs of the client in relationship and in proper perspective to the needs of the sponsoring agency.

PSYCHOLOGIST:

A. Reports to the Training Director. The psychologist is responsible for the total psychological assessment of the client. He performs a clinical as well as intellectual and vocational assessment, and reports his findings to the proper persons or agencies in such a manner as to make the personal and vocational potential of the client clear. The psychologist makes recommendations as to training areas, most effective types of supervision and instruction, and makes prognosis as to response to training and eventual placement. He interprets his findings to parents and to lay and professional staff clearly and simply, and consults with training and production supervisors in regard to client problems. He makes recommendations as to lines of procedure in dealing with such problems and toward accomplishing the habilitation goal.

B. The psychologist with clinical training is preferable; although a social-psychologist is acceptable. Psychometrists and technicians should be avoided since diagnostic measures must go beyond the purely mathematical. The psychologist should hold the MA and should have served an internship for experience beyond the purely theoretical in the drives, and problem handling techniques of people. This staff person operates in a crucial area, and should be capable of explaining findings and making recommendations in terms that can be clearly understood by any person, lay or professional. He should be so qualified as to make a thorough diagnosis without going to extremes of testing or toward over simplification. He too should have some knowledge of the world of work, and be capable of dovetailing client potential with work standards and demands.

CASE WORKER:

A. Reports to the Training Director and works hand in glove with the psychologist. Does intake interviewing, writes for social and academic histories, and uses all available means of garnering information for use in compiling a meaningful history of the personal and social development of the client for staff and DVR use. He maintains a close and warm working relationship with the family of the client, and in cooperation with the psychologist and at the direction of the training director takes such steps as are necessary to insure continuity of effort in the training or personal adjustment plan. The case worker maintains liason with other community agencies and serves as a source of referral when adjunctive services for the client are indicated. The case worker assists in the total client evaluation and makes recommendations as to programming. He advises the client as to budgeting and financing, use of leisure time, wise purchasing, behavioral standards in his environment, and has a direct influence on all the areas involved in the successful adjustment of the client to the world about him.

B. The Case Worker must be a qualified social worker, whose qualifications are recognized and accepted by the agencies with whom he will work. He should be a person of broad experience and capable of modifying his approach to meet the demands of the situation. He should be able to work with the parents as individuals and in the group, and be capable of advising, devising and implementing the most suitable program for the individual client in consultation with the training director and other members of the staff.

SENIOR SUPERVISOR OF EVALUATIONS:

A. Reports directly to the Training Director, but works closely with all other training staff members and in a face to face relationship with production supervisors and client. He makes such work station shifts as are needed and necessary, instructs the client in initial phases of his work sample, advises the production supervisor as to client behavior, and serves as liason between production and training sections in phases of work. He prepares reports on evaluee and trainee progress in cooperation with the production supervisor, and keeps the training director informed as to client progress and problems. He works closely with the adjustment staff in devising means of expediting adjustment programs, and makes recommendations as to client status changes.

B. The Supervisor of Evaluations need not necessarily be the holder of an academic degree, but it is essential that he have a wide knowledge of the world of work, be capable of instructing in many areas, and possess the ability to view the client and his progress realistically in the light of personal and job standards of the community. He must be capable of making the most effective compromise between the training and production function, and serve the needs of the trainee without losing sight of the goal of preparing the trainee to take his place as a worker.

WORKSHOP SUPERVISOR:

A. Reports to the Senior Supervisor of Evaluations, and follows his instructions in reference to client programming. He knows the personal and job demands of his area of responsibility, and sets up the most favorable environment for communicating the work processes and job standards to the client. Prepares such reports as are required of him, and makes reports and recommendations as to client progress to the proper persons.

B. The Workshop Supervisors need not possess high academic degrees, but each should have experience in his area of competence, hopefully in several areas, and have supported himself successfully in the world of work. He must be capable of receiving instruction and direction, and he must be capable of imparting direction to his clients both directly and through the production supervisor who is responsible for the work station involved. It would certainly be well if the workshop supervisor were qualified for certification as a trades and industries instructor.

PLACEMENT SUPERVISOR:

A. The Placement Supervisor is the focus through which flows the finished product of the entire training and production staff of the agency. He is the one, who is responsible for making the most effective type of selective job placement, and following up and implementing the continued personal growth and development of the client. He reports to the Training Director and works in close harmony with the Vocational Rehabilitation Counselor. He makes community contacts, assesses job situations, analyzes client capacities in the light of the job demands, and refers the client to the job. In conjunction with his placement function it is essential that he interpret the client to the employer clearly, plainly, and realistically; avoiding over simplification or excessive technicality. He helps to set initial entrance pay rates, and explains the duties of the job to the client. After that he is responsible for carrying through with the necessary follow-up plan so as to help both client and employer in accomplishing a successful placement. He must utilize all the advice, counsel, and experience upon which he can draw and must be able to apply them realistically in the field.

B. More important than academic degrees in the case of the placement supervisor is the possession of the ability to sell and to overcome sales resistance on the part of his customer, the employer. This staff person should be articulate, observant, tireless, imaginative, and with the positive capacity to explain the mentally retarded adult's capacities in terms of the job situation and demands and the employer's needs. He must be tough minded and capable of channeling employer enthusiasm and sometimes misguided assessment of client productivity into effective planning of a job program most conducive to acceptable client response to employer needs. Basically, the placement supervisor must have the capacity to utilize every resource at his command for selective placement, to ponder and devise new resources or new applications of old resources; to teach the retarded in techniques of job finding and job holding, and above all the ability to shrug off disappointments and rebuffs and use these setbacks, when they occur, to strengthen himself and his efforts in the execution of his assignment.

We would be greatly remiss if we were to fail to discuss the duties and essential qualifications of the other members of the Goodwill staff who must come into contact with the evaluee and trainee in a supervisory and instructional capacity as part of their regularly assigned duties. Yet, in a larger sense, we cannot accurately portray all those things which are so essential in combining the functions of meeting a quota and at the same time directing an evaluative process or a training activity. If we were to attempt to segregate general traits essential to the administrative, clerical, production, and other personnel who work with the retarded client we would be forced to say that each must in some degree represent a synthesis of some, or all, of the qualities sought in appointing training section personnel. Upon this group actually falls the weight of the face to face contact, direction, supervison, criticism, and evaluation of the work and progress of the client. It therefore requires a continual, ongoing program of self training and experience, flexibility of supervisory behavior, unostentatious supervision, and freedom of action in correcting faults in client work skills.

In essence the accomplishment of total program aim regarding the client is based not so much on the technical skills of the supervisor as it is on his personal relationship skills and the atmosphere that is engendered for his work with the client. This then implies that knowledge of vocational needs and skills involved is important, but bringing about appropriate response on the part of the client through use of native ability, development of teaching skills, reliance on the consultative facilities available, maintenance of harmonious relations between personal needs of client and work production needs is of even greater importance.

It is certain that without such an harmonious blending of the talents and interests of professional and production personnel the interests of the client and thus the interests of the community will not be served in the manner in which they should be served.

CHAPTER VII

PHYSICAL FACILITIES

When SD # 278 was still in its initial conceptual stages it was urgently recommended that the project work and evaluation section be physically separated from the on-going work program of Goodwill Industries. The reasoning behind this recommendation was sound, but since it was not possible to acquire a separate building for the project a physical separation was accomplished by constructing offices and erecting partitions in a less used part of the agency so as to create, in effect, a simalucrum of a workshop within a workshop.

Within the area so created tools and equipment were assigned and placed for the use of training staff in evaluating the work potential of the retardate, and some work operations were carried out on assignment from the sub-contract sections. (The Director of this section had been appointed Workshop Coordinator) Vocational diagnosis was to have been accomplished through the administration of psychological tests, etc., and use of a series of "Devices Evaluations" which purportedly could be relied upon to establish training potential of the client. (We will discuss this in greater detail in a succeeding chapter) Here too, the training purpose was to be accomplished through inculcation of effective work habits and attitudes using intensive supervision and counseling concomitantly with development of work skills. Again, the work to be carried on by the client was to consist of subcontract assemblies assigned for production by that section of the Goodwill program.

As time went by, and more and more referrals were being made, the efficacy of this prescribed procedure came to be questioned more frequently and intensively. The idea of "reality orientation" began to pervade staff thinking, and finally the necessity for an evaluation and/or training situation that was geared more realistically to the types of work and job situations available in the community forced abandonment of simulation of work practices and the installation and heavy usage of the work sample in an actual work environment.

At the time of this writing the isolated training area is used for purposes of supervising the activities of special client programs, group therapy, training films, personal hygiene classes, employables classes, etc.. This represents a striking example of how evident client needs can force quite radical changes through inherent evolutionary processes.

CHAPTER VIII

TRAINING AND PRODUCTION STAFF ORIENTATION

In a large multiple-handicap workshop such as Goodwill Industries of Greater Kansas City the inception of a specialized habilitation program like SD #278 is certain to cause speculation and concern among the client-employees and supervisors, who know they will be affected, but in the absence of definite information have no real foundation for their speculations except the generally inaccurate maunderings of the "grapevine". To help dispel such feelings of disquietude and to aid in separating the grain from the chaff in the rumor mill reports were made to the employee force as to the progress of the project from conception to activation. This in itself, however, was not considered to be sufficient indoctrination for the production staff, who would be required to reorient their thinking toward the training function as compared to the materials production function which had guided their thoughts and supervisory behavior to this point.

Since such a radical departure from custom represented change, and people tend to resist change, especially if they do not understand the change or the reasoning behind it; a series of meetings between training and production staff was planned and set into motion when it finally became known that the project had been approved. There were eight of these special meetings before the project began, and the meetings have continued on a bi-weekly basis since. The first series of meetings however, were wholly for the purpose of informing, instructing, and answering and clarifying questions that existed in the minds of the supervisors concerned.

In the beginning the meetings were formal and concerned themselves with the background of the project, the need for such a project in Kansas City and the Kansas City Goodwill Industries in particular, the rationale of the project, and the introduction of training staff members and explanation of the duties and functions of each. This phase occupied the full time of at least two meetings.

The following meetings were less highly structured, and the topics covered consisted of the types of clients with whom we would be working, some of the characteristics of the mentally retarded, some of the behavior problems that might be encountered, means of communication, suggested supervisory practices, observations of client behavior in the work situation, observation of testing techniques and discussion of reliability and validity of standardized test observations, and a study of the reports that were to be made during the evaluation and/or training period. Some of the standard references of this period were cited, they were few, and some outside reading suggested, but not required. It was gratifying to observe the number of supervisors who followed through on the reading course even though there was no administrative directive to do so.

The final two meetings were taken up with answering questions that were of concern to the supervisors. Some typical questions and answers follow.

Q. How do I fit into this program? I'm responsible for production, not baby-sitting!

A. Believe me, you are not going to be asked to be a baby sitter. You won't be working with babies. We've just spent six weeks in discussing the mentally retarded as people with special learning problems, and please don't continue in this idea that they are "kids". They're people, like you, with all the problems you have, and with less native ability to cope with these problems. Now, as to your place in the program. You are the front line in this project. We have a good training staff, we will be able to garner a wealth of diagnostic material and use it for DVR recommendations, but unless you are there to help carry out those recommendations, or to provide us with the kind of help and information we need, the project will not be as successful as it might be.

Q. Haven't we always hired retarded people and worked with them? Why do we have to go through all this rigamarole to do something we've always done?

A. Yes, Goodwill Industries has always hired the retarded in certain areas. Labor, truck helper, simple jobs where the productivity is not a "must", at least at first. In work stations where the production has to be gotten out you know as well as I that you have never been able to keep a slow learner or a retardate for a long enough period to teach him the things he needs to know to be a producer. As a result, we have to terminate that person, or transfer him to a less critical area. Now, with the help of VRA and DVR we can afford to set up a place for that person to train, and take the time and effort necessary to teach him to become a producer.

Q. Well, if you're going to put these retardates into my department for training, what's going to happen to my production?

A. I wouldn't try to kid you. We're new at this, just as you are. I don't know what is going to happen to your production. I would assume that if it is affected at all it may drop to some extent while you are learning the ropes of effective training direction, and while we are still busy with setting up evaluee and trainee situations in all of the operational areas. I think that after a period of time, there will be no adverse effects on production at all, especially when you consider that the evaluation and training materials will not be production materials so that spoilage will not enter the picture. As some of our trainees move along in their program they will probably be assigned some production tasks, but when that happens they will become apprentices and should help the overall productivity of your department.

Q. You know I'm only one person, I can't get out production spend a lot of time helping these "kids" too!

A. First of all, lets all remember, they're not "kids". The training staff will have at least two workshop supervisors who will take care of the initial instruction, and who will spot check performance through the day. If you have a difficult client the supervisor will work more intensively with him, if you feel the need for such help. You, yourself, will need to observe that client as you work around him, and give him some of the help he will need to get over the hump. As you work with the program and become more familiar with the client problems and training techniques involved, your activities should almost become a matter of routine and should detract little, if anything, from your production duties.

Q. What happens when I get this person trained, and doing a good job for me? Will I get to use him in my department?

A. This is a question I've been dreading. It's where we are really asking the most from you. The answer is "no". When you have worked with that client, sweated with him, become exasperated with him hundreds of times, but have finally accomplished what you set out to do; we're going to have to take him away from you, find him a job, and give you another trainee to start over with.

Q. Why can't we use these trainees here when they get good? We have to have production too, and working at Goodwill is just as good as working in some hospital or nursing home, lots of times its better.

A. It is true that there is no onus in working for Goodwill, but to understand why we can't keep our productive trainees you will need to study the overall picture. First, Goodwill operates its "traditional" program to provide rehabilitation employment for handicapped people in the community who need such employment either to support themselves and their family, or to provide them with a grounding for returning to their old jobs or finding new jobs. We must continue this program as a part of our responsibility to the community that supports us with its donations. Secondly, the whole goal of this special project is to demonstrate to the community, and by this we mean the state and nation at large, that by using good evaluative techniques, long time intensive training, and selective placement services the mentally retarded can be placed into jobs in the community, and hold their own as good citizens. Thirdly, if we continue to absorb all the retarded clients that we train into our own operation we saturate ourselves so that we will have no place to evaluate or train others who can benefit from the program. Some of our clients will need a longer period of sheltered employment than others and if it is needed we will fit them in, some will be able to do as well for themselves here as elsewhere and we will certainly make employment available to them, but by and large the majority of our clients must be moved out into the community to prove their intrinsic vocational worth and to educate the community as to their potential as citizens.

Q. Coming back to production. If my production falls because of the retardates I have in my department am I going to be called on the carpet?

A. I should certainly hope not, that is if it can be clearly demonstrated that it is the trainees or evaluees who are causing such a drop. I don't for a minute believe that this will happen or can be demonstrated, nevertheless management is committed to this program, and like you, management will need to make the necessary adjustments in scheduling and thinking to accomodate this extension of Goodwill services.

Q. Am I going to get any more pay for taking on these extra duties?

A. That's a question I can't answer. You would need to talk to the management about it, but I can say that you are really not taking on "extra" duties. You have always worked as trainers. This is an essential part of your supervisory duties. Now, although you will have some additional people in your section you will also be backstopped by the training staff in your work with them, so that in the strictest sense of the word you are really getting more supervisory help in your work.

Q. What if one of these trainees gets out of line? Can I handle it, or will I need to call someone from training?

A. Discipline is an inherent part of a supervisor's function. If we are to teach effective work habits and proper supervisory response when our trainees leave us, you will need to exert your right to discipline in most cases. Now, there will be times when you are working with special cases, or when special problems arise that are psychological in nature; training should inform you as to clients who might pose this type of problem, and should either suggest specific means for you to use in dealing with them, or should set up the means whereby training section action can be taken in case of need. In any event, any anti-social or unacceptable behavior and/or what you did ought to be reported to the training section so that they can follow up on it.

Q. How are my production employees going to feel about working with the retardates?

A. I don't know. I would guess that they will adopt their attitudes from yours. That is, if you accept this new part of the program as a matter of course without making a "production" of it, then neither will your employees. I would say, however, that as the project grows older, acquires momentum and assumes the place of a regular part of our total program there will be little or no special attention given it, or the clients, by our employees.

Q. How will these trainees be paid?

A. They won't be. We will disburse a stipend, as required by law, but the cost of this will be assumed out of training fees and will not be charged against your production budget. If and when, the trainee reaches a point where he is productive we will need to move him into an apprenticeship status and pay him on the basis of his productivity, just like we would any client-employee.

Q. What happens then if a trainee becomes better than an employee and we pay him more money?

A. I'd say fine. That's what we are working for. As far as the employee is concerned it's his lookout, if the former trainee is producing an acceptable quality and volume of work so as to be paid more than an employee who is doing the same work he should be paid for his work without regard as to how the employee might feel. That employee should certainly be encouraged and motivated to up his own production, and as a matter of fact it might stimulate him to more effective action in his own behalf.

Q. How long will this project last?

A. Hopefully, from now on. This is a program that is needed in the community. We have the resources to meet the need, and just because we stop getting money from Uncle Sam doesn't mean that we stop the project. The only thing that I can visualize as stopping it would be if we ourselves fail to meet our commitments to the retarded and the community. In such a case you can be sure that some other agency will assume the responsibility.

The aforegoing are a few of the types of questions that came up before this project began at Goodwill, and in actuality they still crop up. Supervisory orientation and growth is a continuing process, and at least once a year a brief refresher course is conducted for the experienced supervisors, and a longer more intensive course is offered to new supervisors who work with our retarded clients.

SECTION III

EVALUATIVE DEVELOPMENT AND TRAINING TECHNIQUES

CHAPTER IX

CLIENT SELECTION AND INTAKE

The intake procedure of SD # 278 has been delineated in the two previous reports, however, even this basic procedure has been subject to the processes of habilitation evolution. Case load, sophistication of referral and evaluative process, experience, as well as many other factors have caused some modification of procedure, although basics have not changed to any great extent.

In any event, the initial source for client intake is the DVR counselor. SD # 278 never formed an admissions committee. It was felt by the entire staff of the project that the DVR counselor represented the best committee for determining who, or who should not be accepted into the evaluation. The counselor is the person who has the first contact with the client, he is the one who does the initial family interview and write-up; it is he who does some of the preliminary testing and investigation to determine eligibility for VR services, therefore, if in his estimation the retarded adult should be referred to Goodwill for diagnosis of his vocational strengths and faults the project has always been willing to accept that client. We feel that such a course has been of benefit to the program in terms of client, staff, and project welfare.

Following referral of the client by DVR the family and client are contacted by the project case worker, who sets a date and time for the client and his family to visit Goodwill and observe the program in action. This is also the time when the case history is written, and sources of potential diagnostic and case work material uncovered in an interview with the parents of the client. While the parents are occupied with the interview the client himself is being conducted on a tour of the agency and observations as to his response to general and specific work operations are made by his guide and reported to the training staff as possible areas to explore or avoid during the time of evaluation.

At the end of the family interview a tentative starting date for the client is set, which is confirmed after consultation with the rehabilitation counselor. At this point the procedure departs from the purely case work approach and the application of the reality orientation technique begins.

When the client reports for entrance into project 278 he enters just as an employee of the larger organization would. That is, his first contact with the project is through the work-a-day routine of the agency. He is met by the case worker and taken to the personnel department, where an employment card is filled out. This card includes all the ordinary data required of any client-employee, but it represents the habilitation client's first contact with an employment interview. After the employee interview the evaluee is taken step-by-step through an orientation regarding company policies, procedures, and pertinent rules in so far as his work and course in the agency program is concerned. He is then taken to the health center for medical history and interview. From there he is showed the location of restrooms, where to hang his coat and hat, etc.. Then he is returned to the training staff who complete the induction process by conducting a brief session for purpose of explaining and reinforcing the goals of the evaluation and to explain his responsibilities in accomplishing the diagnosis.

Finally the training staff will see that the evaluee is taken to one of the production sections where he is turned over to the production supervisor who will work with him in an actual work situation and report the evaluee's capacities for learning and performing in the area of work assigned. From this point on the evaluee begins to meet some of the demands of a real work situation, albeit one that is geared to his peculiar needs and abilities.

We have found that by exposing the evaluee as early as possible to a real work environment we help him to overcome any false notions he may have as to the type of program in which he is enrolled. Basically he learns that this is not a school, neither is a therapeutic program. It is a plan which aims to determine what he can do best, whether or not he can be trained in it, and if so, how long such training will take. The client then begins to perceive that he is being exposed to a meaningful experience, and generally will make the necessary adjustments. If he is incapable of making such adjustments then such problems of adjustment will have become apparent sufficiently early in the evaluation to allow the training staff to begin making some type of adjustment programming to help accomplish a modification of the client's behavior into more acceptable pathways.

The intake interview has showed that our clients have come to us from all walks of life, and from all environmental situations. Mental retardation is truly no respecter of persons, families, or communities. While originally the project accepted clients from Kansas and Missouri only, it did and still does accept clients from other states as well. This has created some problems in basic intake procedure, which to some extent have been overcome by utilizing local welfare agencies to do the social histories, although few families have been completely unable to make the visit to Goodwill for the purpose of entering its son or daughter into the program.

During the total course of the project we have found our clients coming to us at an earlier age. The mean age level now stands at 19 years, 4 months as compared to 21 years previously. This, of course, can be explained by the fact that the older, hard core clients have begun to give way to younger evaluees fresh from school systems and institutions of the states involved. We have also noted that the number of semesters of formal education has increased from an average of 16 to 17 plus, and that more and more of our clients have been exposed to the beneficial aspects of special education programming. This is especially true of the clients who have been referred from urban school systems, but there has also been a noticeable increase in special education activities in the rural areas of the states involved.

As of August 5, 1963, when the last of the SD # 278 clients was terminated as placed and working, for a suitable period of time and in suitable employment, the intake picture has been:

TABLE I

TOTAL REFERRALS AND EVALUEES ENTERING EVALUATION

Referrals in period 12-1-58 to 11-30-62	456
Clients beginning evaluation during period	371
Percentage of clients entering evaluation	81.4

Of the 85 clients who were referred, but who failed to enter evaluation, the reasons were multitudinous and complex. Basically these two factors were generally found to be present; family resistance, and client fears. Many of our clients were coming to us from outside the Greater Kansas City area and both client and family often experienced strong fears concerning his ability to meet the demands of the urban environment without parental direction and control. Some of the referrals who did not enter the program found employment themselves, and still others returned to school. Perhaps the referral itself provided the goad needed to motivate the client to give some attention to his needs himself. If such is the case, then the fact that the project existed and was available helped in some degree to accomplish the habilitation objective.

Finally, the intake findings reveal that approximately three of five of the clients referred as basically mentally retarded have other handicaps that further limit the release of the vocational potential that exists. These handicaps run the gamut of the classification scales, and their existence has sometimes served to further handicap the evaluation or training program of the client. Some of these concomitant disabilities have been; visual handicaps, epilepsy, cerebral palsy, organic brain damage other than CP, speech problems, neuroses, spasticity, hemiplegia, rheumatic fever, hydrocephaly, asthma, post-operative syndromes, cardiac limitations, and many others.

CHAPTER X

BASIC DIAGNOSTIC TECHNIQUES

Possibly the most prevalent error encountered in screening the mentally retarded person for intrance into a vocational program is a tendency on the part of the person or committee doing the screening to make judgement solely on the basis of recorded history, physical appearance, attitude during the interview, family impressions, etc.. Such judgements may often be erroneous, for even though the overall history may be good or bad, the real criterion of success is performance in the present, and such performance, while subject to biological and cultural heritage as well as the influence of the unique experiences of the client, may be modified by exposure to reality oriented personal and vocational experiences.

Because of the attendant uncertainty involved in attempting to make vocational judgements with inadequate data, Goodwill Industries has leaned heavily on the vocational evaluation, which in itself constitutes a period of diagnosis, a clinical examination of the client, a laying bare to the scrutiny of the evaluative staff the capabilities as well as the limitations of the client.

If this clinical experience is to accomplish its purpose it must be capable of examining the person in the context of his envirnoment as a totality. Such observation and examination must be both objective and subjective; it must seek to learn, understand, and in many instances manipulate the social, psychological, spiritual, community, and other pressures that have molded the client to his present patterns and will influence his behavior in the future. The diagnostic staff must perceive the client realistically, with all his strengths, with all his weaknesses. It must, in so far as is possible, perceive the client in his total interaction with his environment and himself, and the diagnostician must be capable of making program recommendations based on his perceptions.

SD #278 has sought to achieve its objectives through use of an exhaustive intake procedure, exposure to thorough psychological analysis, assessment of vocational aptitudes through use of standardized tests and work samples, and close observation of work habits, attitudes, and job behavior.

The intake procedure has been described, the psychological assessment includes intellectual measurement, level of academic achievement, and analysis of vocational aptitudes. In addition projective interview techniques are used to formulate some idea of the drives, motivations, and personality patterns of the client.

The standard test battery used consists of the Wechsler Adult Intelligence Scale, the Wide Range Achievement Tests, and the Factored Aptitude Series; other standardized tests are used as indicated by need in individual cases. Clinical impressions are gained through interview and use of projective techniques such as

Rorschach, TAT, Rotter Sentence Completion Test, etc..

We would hesitate to attempt to prescribe a basic or standard battery of tests for evaluating the mentally retarded adult. The tests and techniques discussed have served well for SD # 278 and its clients, and for that reason we have continued in their use.

In so far as standardized test findings are concerned there is little apparent difference between clients of SD # 278 and clients of other Selected Demonstration Projects. There are, however, some observations that might be made on the basis of the test findings.

Firstly, the measured IQ in itself is seldom a strongly reliable means of establishing trainability. Nevertheless, it is useful in helping to determine possible areas of work evaluation and work samplings. Care must be taken to avoid snap judgements as to whether or not a certain vocational area should be explored or ruled out because of IQ level. It is not at all unusual to find mentally retarded persons functioning "over their heads" in jobs and vocations from which they would seemingly be barred because of level of measured intelligence. Conversely, it is not at all unusual to find dismal failures among the ranks of the superior person, intellectually. Some of these things will be discussed more fully in a later section. For the purpose of the record the measured IQ of evaluees in SD # 278 are as follows:

SUMMARY OF EVALUEE IQ SCORES

	X	SD	RANGE
Verbal IQ	68.1	10.2	40-97
Performance IQ	67.1	11.9	40-94
Full Scale IQ	65.8	10.0	40-79

We have pointed out earlier that the number of semesters of schooling of mentally retarded clients referred has increased, the academic achievement level of evaluees is not strikingly different from earlier reports however, which might suggest that the longer academic programming contains its chief value in the socializing experiences in which the pupil participates; certainly the later teens seems to offer better possibilities for training and job placement than do the earlier teens.

ACADEMIC ACHIEVEMENT LEVEL OF EVALUEES

	X	SD	RANGE
Reading	3.6	2.3	0-12.4
Spelling	3.2	2.1	0-11.3
Arithmetic	3.3	1.4	0-8.3

Vocational aptitudes testing has demonstrated that generally the mentally retarded are qualified as far as entrance standards are concerned for such areas as unskilled labor, light vehicle operator, or factory machine operator. The clients of SD # 278 have generally scored low in the areas of factory and office terminology, (vocabulary) perception of objects rotated and in three dimensions, and in figure visualization. They have generally showed good knowledge of tools and their usage, on the verbal level, but are quite often unable do put their knowledge to practical use. Retests have showed some slight gain in job field knowledge, but seldom have such retests showed enough growth to render the client capable of producing enough to cover overhead and profit margins in a competitive factory situation. We will go into this factor in greater detail in a succeeding chapter.

CHAPTER XI

CLINICAL IMPRESSIONS

It is difficult, and perhaps even foolish, to attempt to assign or delineate characteristics of any given group of persons within the general population. However, when one considers any political, social, or ethnic group anywhere he finds certain traits which serve to differentiate it from other segments of the larger population. So seems to be the case with the mentally retarded, when viewed outside the framework of the larger group. Taken as individuals we can discern as wide a range of individual differences as can be found in any other segment of the populace, but when viewed as a distinct entity certain psychological traits become manifest which may or may not be the result of similarity of experiences created by stereotypes of the retarded among the larger population within which the retardate lives, and moves, and has his being.

A study of the emotional patterns of mentally retarded clients seen by SD # 278 staff reveals a number of highly interesting facets of personality structure. First we have noticed an inordinate degree of infantile outlook and pleasure seeking activity. Our clients seemed to seek emotional succor through physical intake of food and drink, and personal striving in most work and social areas seemed to revolve about satisfying the wants of the alimentary tract; while security seeking behavior found its focus in the satisfaction of the material wants of the person. That is, the paycheck represented so many bottles of pop, or so many ice cream bars, etc., and the possession of material triviata to be hoarded and brought out for display meant much to successful living in the eyes of the trainee. Coupled with the drive to satisfaction of physical needs one may also perceive a high degree of infantile dependency upon others within the social framework. There is a reluctance to make decisions, even basic and simple ones, involving the client's own health or welfare, and a tendency to place the decision making function upon some other person in the environment. It is a constant temptation to staff to accept the laying on of responsibility and begin making those decisions for the client. Strangely enough even while showing strong dependency needs there is also exhibited an opposite tendency to infantile negativism when the decision making function is exercised by an outside source. The overt expression of the negativistic attitudes is generally held rather rigidly in check by super-ego controls that have been erected over the years by the imposition of outwardly imposed checks to behavior by various authority figures in the evaluee's environment. The knowledge of this particular trait may often pose some interesting problems to training staff; for one of the objectives of the program is to help the client to develop self confidence and some trust in his own abilities and himself. In the active seeking of this goal by staff the outwardly imposed controls are loosened to a certain extent. Quite often then the underlying negativism moves from the covert resistance pattern to the overt expression of client wishes. If the overt expression of negative reactions can be tempered with a semblance of judgement or the substitution of socially acceptable means of expressing such resistance can be inculcated then a major goal of habilitation will have been achieved, but should this prove not to be the case it may very well represent another brick wall experience for the client.

For this reason much of the personal counseling by project staff revolves around the creating of awareness by the client of his worth as a human being with capacity to perform, but seeking to modify expression of such awareness and consequent acting out behavior by the substitution of the intangible direction of self imposed internal controls.

One of the most frequently observed and tragic facets of the emotional patterns of the mentally retarded adults observed in this project has been a strong tendency toward abnegation. We have seen the expression of these feelings of inadequacy and insecurity on both the conscious and unconscious levels, and the lack of adequate self concept of our clients has beggared description. The most frequently heard expressions have been;

"I can't do it, I never could"

"I'm stupid"

"I'm no good"

"I'll just mess it up"

These are feelings that have been developed over a long period of time and as a result of many, many failure experiences. Even when the retardate has been exposed to success the mood will remain and is ever ready to crop up again and again to be used to explain away real or imagined failure, or to excuse the lack of desire to try an experience which may possess some elements of fear for the client. It requires long term patient counseling and exposure to many success experiences to ameliorate this type of personal outlook.

Project staff has been struck time after time with the high degree of emotional lability manifest among our retarded adult clients. Even the slightest of stimulus may send one into a prolonged euphoric episode or into the depths of self recrimination and misery. For some reason adequate controls over these sharp mood swings have not existed in our clients and when they have occurred the typical infantile mode of expression has often created intra-personal or social group situations that tended to the embarrassing. We have been unable to formulate any standard method of dealing with this type of problem and resultant behavior, so that action and reaction to these emotional binges has had to depend upon the individual and the situation at any given time.

One of the most ancient, and most cruel, of the shibboleths concerning the mentally retarded is the belief that they are the victims of excessively strong sex drives. Research has proved the fallacy of this stereotype, and the findings of SD #278 would concur with the research. Actually, we have seen almost as a norm, a general heterosexual immaturity among our clients, especially the males. Lack of mixed group experiences, faulty social perceptions, and the instilling of strong, sometimes unrealistic sexual taboos by parents have all contributed to the pattern. It is not at all unusual for the retardate to show strong guilt feelings for even thinking about having a date, or talking to a member of the opposite sex; and to believe, if he is a male retardate, quite implicitly that should he demonstrate any sort of masculine aggressiveness the sky would probably fall upon him. Very, very few of our trainees or evaluees has ever had realistic social experiences with members of the opposite sex so that when confronted with an heterosexual situation the observer is struck by the pathos as well as the ludicrosity of behavior. The situation is especially pathetic when one considers that these are people who have existed outside the mainstream of normal social interaction and who long to experience the same human understandings and relationships that they see among their parents and peers, to which they are exposed in movies and television, and which they have never experienced themselves. This is an area that requires especially careful understanding and manipulation on the part of the personal adjustment counselor; for the lack of emotional control and fixation on personal and emotional gratification can produce, if improperly handled, more personal confusion than existed before the client was exposed to the process of habilitation. It is in the area of sexual understanding and relationships that our clients have expecially demonstrated the need for help and wise non-judgemental counseling experiences. Experiences so organized and directed as to help produce greater insight into means of developing socially acceptable ways of meeting needs for heterosexual companionship.

Many prominent sociologists and current satiricists have deplored the American trend to "momism" and the development of the matriarchal society. This sort of thing has been going on with the retarded for years if SD # 278 experience is any criterion for judgement. We see this state of affairs as being especially prevalent with our male clients. It is apparent on the level of the socios and also in the client's psycholgical perception of himself within the matrix of his environment. In case after case we have seen the father pictured as a weak, self contained character who stands aloof from the client except when punitive action must be taken. Mother is pictured as the wise, controlling, dominating figure in the family and the one who offers succor and sanctuary in moments of social or interpersonal stress. We have found few cases, if any, where our male clients have formed any sense of masculine identification with the father, although many have heroes in the world of sports or entertainment whom they will seek to emulate. It would seem that in the case of the retarded, as well perhaps, as in the case of other young men that Dad has abdicated his place as the chief instructor in the skills of the hunt in his daily safari toward successfully negotiating the treacherous pathways of business and industry. Certainly the male retardates that we have seen could have benefited greatly by some added attention from his father.

Taken in conjunction with general social immaturity or retarded clients we have also seen a lack of perception of social nuances and a tendency to form inaccurate judgements of social situations. The lives of our clients have generally been characterized by poor peer relationships, unsatisfying social experiences, inadequate social interactions, and rejection and isolation. The result has been to create a suspicious individual who tends to perceive and to react to even the most innocuous social or interpersonal experiences with characteristic doubt and mistrust. Our clients have showed a very real and pervasive psychological loneliness and longing to share with others. Many times the expression of these longings have resulted in rebuffs, so that when the client comes to us he is inclined to view the activities of staff and fellow employees in terms of possible hurt to himself. Thus, if the supervisor failed to smile or to speak to the client he is certain that he has done something to anger the supervisor and will make the most pathetic attempts to make amends, or perhaps he will sulk, or perform some attention getting action in order to once more become a part of the supervisor's sphere of awareness.

We have seen many other facets of character demonstrated during the clinical analysis of SD #278 client personality. We have discussed only a few, those that are seen most often, and which seemingly represent the dim protest of the retardate who is in effect,

> "A stranger, and afraid,
> in a world, he never made".

CHAPTER XII

THE EVOLUTION OF THE WORK SAMPLE

As we have pointed out in an earlier chapter, the need to move the evaluation of the retarded man or woman's work potential out of the realm of the speculative and into the spotlight of reality became obvious fairly early in the operation of SD #278. Because of a misunderstanding on the part of project staff in reference to procedural restrictions implicit in the VRA grant, however, it was a year or more before any radical departures from the methods used by the prototype were instituted.

Initially project staff sought to identify vocational potential during the evaluative period by administration of a "Devices Evaluations Series". This devices series consisted of a number of quasi-production operations utilizing materials surplus from old contract operations. Specifically they involved a progression of operational tests that began with fairly simple types of operations and ranged to the fairly complex. These devices evaluations tests were; bag folding, comb carding and packaging, nut and bolt sorting, bolt board assembly and disassembly, addressograph plate disassembly, and meter metal salvage. An early study of these operations showed an initially high level of performance, with a sharp drop in quantitative performance and quality of workmanship as the devices were readministered during the course of the evaluation. Repeated exposure to the devices series also resulted in growing resistance on the part of the evaluee to participation in the testing. When queried about this behavior the most frequent responses indicated that even the most limited of the evaluees felt there was no meaning nor purpose in doing a thing over and over just for the sake of doing it. Repeated explanations and admonishments as to the value of working hard at the devices tests did not accomplish any noticeable change in attitude of the evaluee nor of his performance in subsequent test administrations.

The devices evaluations series were instituted for several purposes:

1. To measure the ability of the evaluee to learn and to follow verbal instruction, processes, and operations over varying periods of time.

2. To measure manual dexterities, fine and gross, and tool handling abilities.

3. To assess the evaluee's ability to plan and organize work, pay attention to detail as prescribed, and complete an assigned task within a reasonable period of time and with an acceptable level of quality.

4. To assess frustration tolerance and fatigue index.

5. To formulate some idea of the evaluee's attention span and degree of distractability.

6. To assess tendencies toward improvement or deterioration during the course of the devices evaluations administration.

7. To draw conclusions helpful in making prognosis of later functioning level in manual type jobs, or use of tools and machines in service operations.

As we have stated before, an assessment of the devices evaluations series showed that they were not accomplishing the purposes for which they were intended. A subsequent study showed that this test series and individual tests within the series bore little or no relationship to any of the training stations available at Goodwill, and no relationship was found to exist between performance on the tests and performance in work samplings or in jobs in the community.

Another assessment of the devices evaluations series showed no relationship existing between performance of the evaluee on the series as a whole and later success as an habilitee. The bag folding sub test showed some relationship in this area, but the relationship was not a significant one in helping to draw conclusions as to habilitation potential.

As a result of examinations of the devices series and experience with evaluees, Goodwill project staff eliminated the devices series as a part of the evaluation process. This was done only after VRA officials had clarified the point that SD # 278 had freedom of action in initiating, developing, testing, and using the kinds of evaluative procedures that met its own needs.

Observations of evaluee behavior had by this time convinced project staff that the best indicator of ability to perform in a given work situation was for the person involved to be given an opportunity to demonstrate his vocational worth in the actual job. Thus was born the concept and the practice of the work sample. The work sample is nothing more or less than instruction and application of work capacity to the completion of a given task which is the same task performed by a production employee, or is related to training and work for which the evaluee has expressed some preference or has demonstrated related potential. The work sample is so set up as to allow for ease in establishing evaluation or training norms and surveys in the community have led to the establishing of final training norms which constitute a goal of training for effective meeting of entrance standards for the competitive work in which the client is being trained.

The general goals of the work samples are:

1. To assess client dexterities and tool and machine handling abilities.

2. To evaluate the ability of the client to work over longer periods of time without excessive fatigue or undue strain.

3. To form some idea as to the client's ability to learn

his rate of learning, and degree of retention.

4. To determine the evaluee's ability to follow oral instructions as well as retain the mechanics of work motions as taught in the job demonstration.

5. To assess the ability of the client to control his behavior in a work situation and conform to the worker trait demands of the job.

6. To check the client's ability to work with other evaluees, trainees, and employees in group and intrapersonal situations.

7. To determine the evaluee's ability to accept differing levels and types of criticism and to profit from such criticism.

8. To measure the client's ability to make differential job adjustments and to establish the rate and degree at which he makes such adjustments.

9. To check the evaluee's application to his job assignment.

10. Concomitant with measurement of tool skill development work habits acquisition level of the evaluee is the observation and reporting of how dependable he may be, this involves not only his attendance and punctuality, but also his ability and determination to carry an assignment through to a conclusion. Supervisors determine his interest in what he is doing, and such factors as personal appearance, distractability, pride in workmanship, influence on other trainees, and overall worth in a work situation are examined and projected.

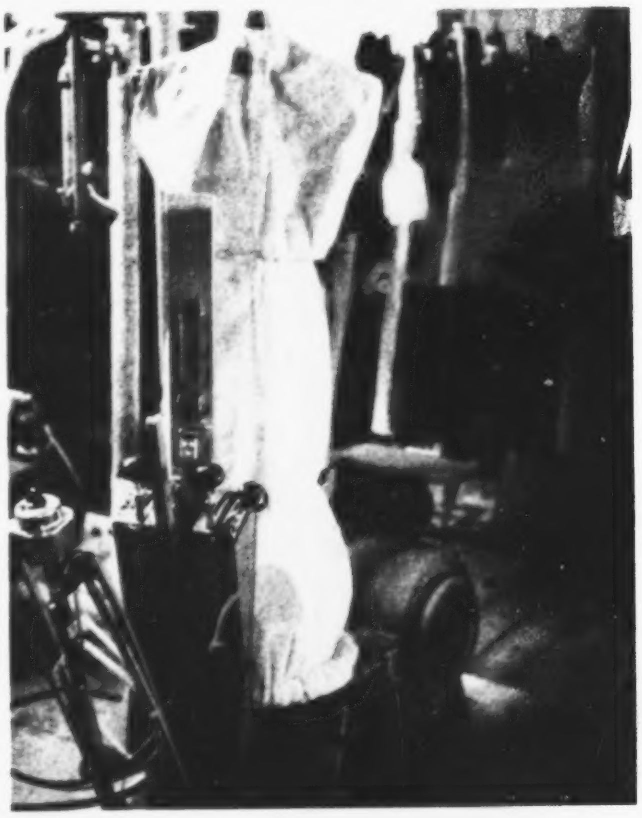
The evaluee's exposure to the different work samples is limited by the duration of the evaluation and by his own response to a given sample. That is, each evaluee will receive tryouts in at least three work areas, most in five to seven. However, if at any given stage of the evaluation process the evaluee seems to have plateaued or to have reached a stage where the work sample is distressing him, he is removed from that sampling area and given a new assignment that seems more commensurate with his level of ability and interest at the time. This is not to say that failure or panic in one situation will lead to a slowing or a cessation of the evaluation; it will lead to the evaluee's being removed from the threatening situation so that project staff can study the reasons underlying the problem and make appropriate adjustments in scheduling of work samples, etc., during the remainder of the evaluation period.

If the evaluee is typical he will begin his work samplings in the sub contract workshop where he can be assigned to a post or job in which his quantitative production and general work habits can be observed and the results utilized in helping to determine routing through the work sampling phases of the evaluation.

For purposes of clarification we have chosen one particular work sample for description. This one is used because it is appropriate for both men and women evaluees. The entrance production standards in this job for the competitive community are well documented, and the teaching and learning processes can be easily observed and illustrated.

ADJUSTA-FORM (Mannequin) PRESS

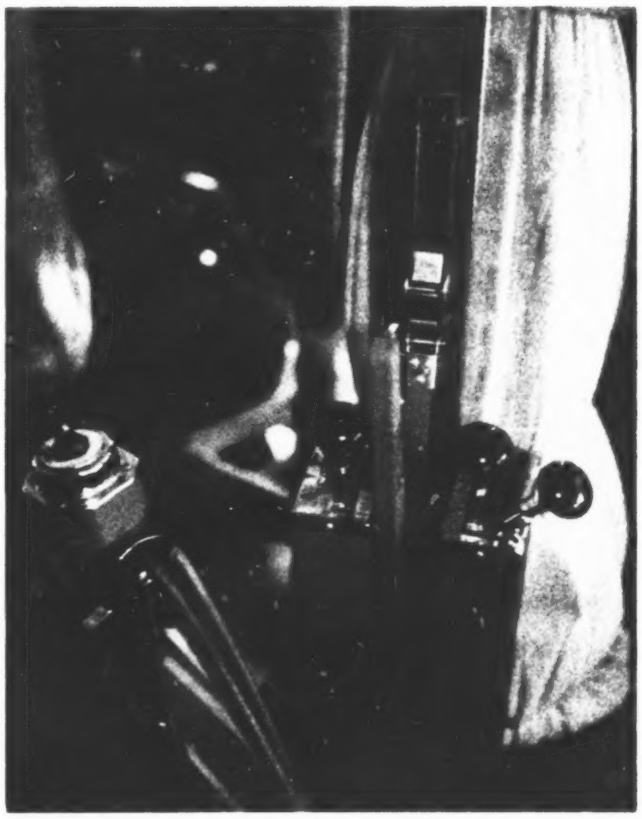
1. This is called a "Suzie", You can see that its shape looks like a fat woman. It is used to press clothes that don't need a crease in them. Do you know what I mean by a crease? It presses the clothes by blowing heated air and steam through them, and then by blowing more heated air through the clothes it dries them before they are taken off the press. I am going to show you how to work with Suzie, you should find it easy and interesting.



2. If you will look at the top of Suzie you will see a zipper on each side of her neck. The zippers are like the one you have on your coat. You always want to look at Suzie's zippers before you start to press anything. They should always be closed, unless you are pressing something with long sleeves. Then you should be sure and open the zippers, both of them, so that steam can get down into the arms of whatever you are pressing.

3. Here are the tools you will use when you work with Suzie. This is called "the brush". You see it has a handle. That is so you can stand away from Suzie while you work and see what you are doing, and it also helps you keep from coming too close to the warm air coming out. These wooden things are called "sleeve boards". See they are held

together by springy straps and you can squeeze them together. Look here, you can see that one side is bent. It is like an elbow. These sleeve boards go inside the arms of anything you are pressing, if it has long sleeves. You squeeze them together, put them all the way up inside the sleeve, and when you let go they spring out and hold the sleeves open so that the steam can get down. That's also why you leave that top zipper open when you are pressing long sleeved clothes.



4. This is Suzie's control panel. Like in a car. See, you even have a gear shift. The knob you see over here on the left, on top of the board, makes the waist, or middle of Suzie, bigger or smaller. You control that by twisting the knob to the right or the left. See how I do it. The middle knob makes the hip, or this part right below the waist, bigger or smaller. You control that the same way you control the waist. This knob, the right one, makes the very bottom of Suzie bigger or smaller and it is moved just like the other two. You make the parts of Suzie bigger or smaller according to how big or small the piece of clothes is that you have put on Suzie. Now lets look at our gearshift. That is the part that you use to let steam, or warm dry air go through Suzie. It is automatic. It is set by turning it this way, and then it works by itself. Now you can go ahead and work on getting the wrinkles out of the clothes without worrying about turning it off at the right time.

5. Now lets check, see if you can remember the names of all these things, and what they are for. (The instructor runs through the tools and control knobs until he is reasonably certain that the evaluee has acquired some understanding of the tools and processes involved)

6. Well, now that you know about Suzie lets SEE how she works. Now watch me and do what I tell you to do. Pick up a dress, like this, use both hands. See how I do it good, you want to be sure that the front of whatever you are going to press is facing you. If you're not sure which is the front, ask. Me or your supervisor.

7. All-right, now put the bottom of the dress at the top of Suzie and pull down. It's like when you were little and pulled a grocery sack over your head at Halloween. Be sure you pull the clothes all the way down. That's good.

8. The next thing to do is to pick up the sleeve boards. Be sure the bent side is away from you. Squeeze them together, now put them inside the sleeves from the bottom. All the way in. Have you looked to see if the zippers at the top of Suzie are open? O.K., now turn the knobs so that Suzie can grow and fill the clothes out tight. Good! Now you go to the knob on top of the gear shift, turn it this way. That starts the steam, and tells Suzie how long to keep the steam going.

9. Now see this? It's called a water spray. I didn't show it to you before, because we only use it when the clothes are badly wrinkled like this one. You pull this trigger and it sprays water on the clothes, not too much. The water helps Suzie and the steam do their work.

10.All-right, now we're ready to go. Turn the knob and start the steam. See how it goes. Don't be afraid. Take the brush and brush down the clothes. Start at the top and brush down. See how the wrinkles go away. Let Suzie turn around, she will do it all by herself if you give her a little push, that way you don't have to walk all around her. That's fine, keep brushing. Now, see the steam has cut off, and the air is rushing through. Just keep brushing easy. Look at the clothes that are on Suzie and see if they look smooth and good. O.K. Suzie's cut off now.

11.When Suzie cuts off she shrinks, so that you can take the clothes off for hanging up. Take hold of the shoulders again, like you did when you put it on Suzie, pull it straight up. That's right. Now take one of these coat hangers and hang the clothes on this rail. That's the way. You see how easy it is to work with Suzie. You and Suzie are going to be friends.

12.Now I am going to let you do this one all by yourself. See if you can remember how it is done. Don't worry I will be here to help you if you need help, but I don't think you will. Now you try it.

13.If the evaluee is successful, or when he has learned to master the basics of operation, the supervisor says; "Now I want you to do these clothes." "Do them as quickly as you can, but do them as well as you can too". "Let me know when you have finished."

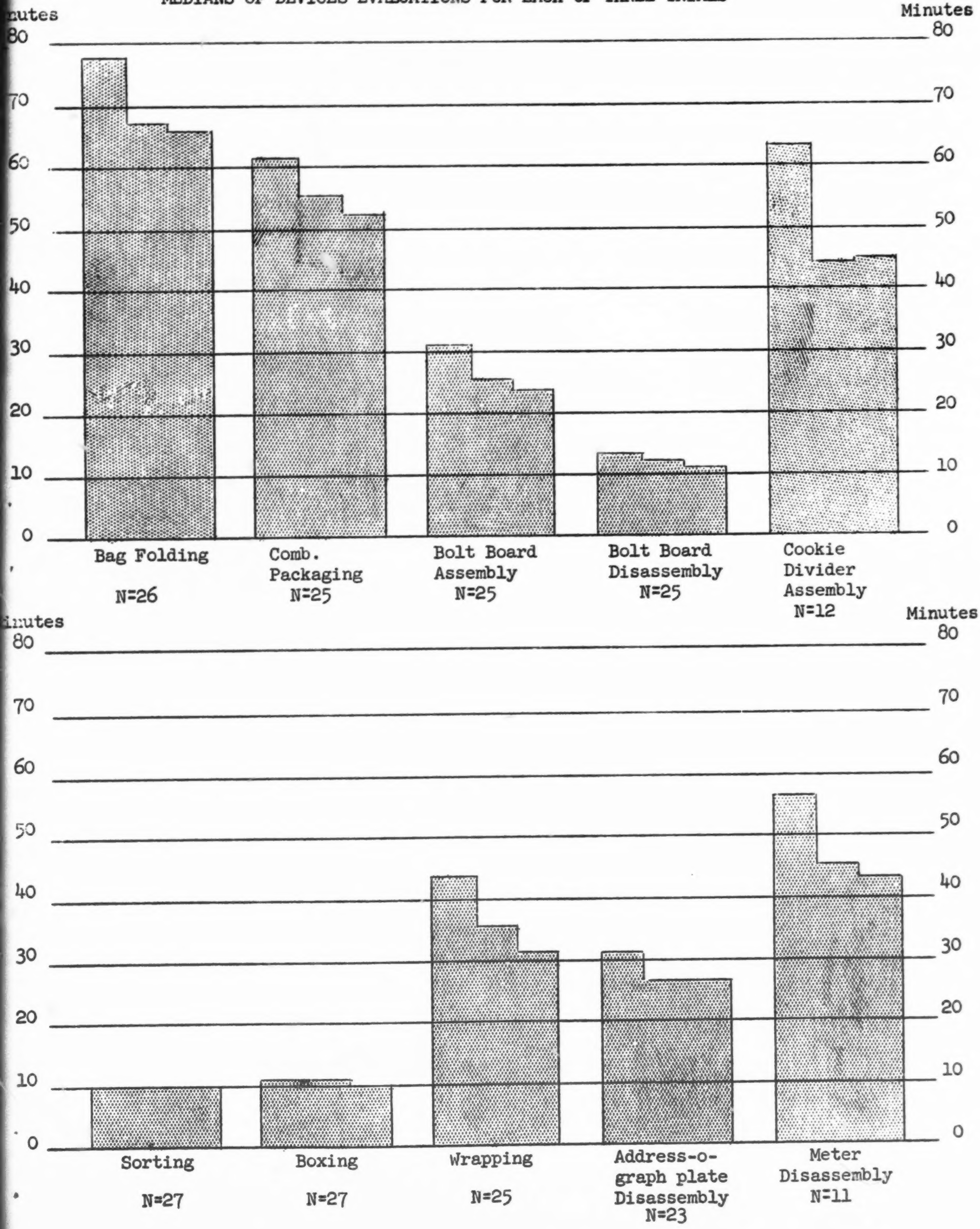
14.When the evaluee has completed his initial assignment the work is checked, and after errors have been pointed out, and whatever further instruction necessary has been completed he is given a cart of clothing to press, and is left to his work. The number of pieces of clothing on the cart has been counted, and the length of time it takes the evaluee to complete the assignment is noted. The quality of workmanship is checked against Goodwill Industries standards and this process is continued for the duration of the work sample. The clothing he uses is drawn from the assortment of salvage articles available at Goodwill, and does not go into the production lines. The evaluee is not aware of this.

The evaluee will be left in this work sampling operation for at least a week, and his daily production will be checked. This same process holds true of other work samples into which the evaluee may be moved. He is constantly being evaluated as to quality and quantity of production and his measured response made a part of his evaluation record. When he has completed his evaluation period in this, or some other work sample, he will be moved to another area that is an offshoot of the one completed or which lies in a different job field.

In the competitive community the entrance standards of performance for jobs in pressing plants and laundries using the mannequin press is a consistent average production of twenty-five to forty units per hour. The wage rates top out at about $1.65 per hour. The top wage is for the skilled craftsman who can consistently produce up to sixty units per hour with the quality of his work remaining at a high level. If our evaluees can, during the course of the work sample, consistently average twelve to seventeen units per hour of an acceptable quality, shows increase in quantitative output, and all other things are equal, then he will be adjudged to show some possibility of training and eventual vocational placement in this area. None of our evaluees or trainees has ever approached the sixty units per hour for top production qualification, but several have reached or exceeded the forty unit level.

Similar work standards and work samples have been developed in other areas of the Goodwill Industries operations, so that at the time of this writing there are more than forty separate work samples that can be administered to the evaluee. These work samples cover every job field, except the administrative, and skills involved in the specific work sample are delineated and considered for possible training or as to the possibility of their transference into allied lines of work or training.

MEDIANS OF DEVICES EVALUATIONS FOR EACH OF THREE TRIALS



CHAPTER XIII

EVALUATION RESULTS

As must any diagnosis, the evaluation of the personal and work potential of the mentally retarded client eventually ends, and then comes the "moment of truth" when all of the clinical findings must be considered by the team and a disposition recommended. Some disposition must be made of each of the men and women who have come to the agency for vocational services, and this disposition must be based on a sound diagnosis and with the welfare of the client in mind.

The reader must bear in mind that some of the men and women who have completed the evaluation will not be recommended for training for various reasons. Nevertheless, whenever there is a glimmering of hope for eventual success a training recommendation is made.

During the course of SD #278, 456 mentally retarded men and women were referred for the evaluation by the DVR in each of the sponsoring states. 371 of this number actually entered the evaluation period, the reasons for failure to enter the program have been explored in previous reports. Of the 371 who did enter and begin evaluation, 34 failed to stay and were either listed as dropouts or terminations. This left 337 mentally retarded clients who completed the full diagnostic phase of the program.

When we consider the group who did complete the diagnosis we can see that 96 of them were dismissed as having problems that rendered them incapable of benefiting from training. As we have reported previously, few, if any, were terminated because of low IQ. The reasons for such dismissal seemed to concentrate in the area of behavioral disturbances caused by any number of specific reasons, genetic or cultural, in the background of the client. Since Goodwill had adopted the reality, or vocational orientation; it was felt that we were not equipped to deal with many of these problems on the level and with the intensity with which they should be dealt, consequently, other recommendations were made in the majority of such terminations or dismissals.

Dispositions of the rest of the evaluees were more happy. 33 of those completing evaluation were placed directly into jobs, 3 were recommended for further diagnosis, 26 were recommended for training in other agencies, (trade schools) and 179 were recommended for training by Goodwill Industries. The group who were recommended for Goodwill training were to be enrolled in either skills or personal adjustment training, or a combination of each; 106 were recommended for skills or combination training, 73 for personal adjustment training.

In terms of percentages this means that 28.5% of the clients completing the evaluation were terminated, 71.5% had demonstrated the qualities that Goodwill deemed essential to vocational training. Interestingly enough .09% of the number who showed positive work-training possibilities were placed into jobs directly from the evaluation, and the rest of the group met all the Goodwill and DVR standards requisite to vocational training and a reason-

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able expectation of eventual placement in jobs.

Probably the most depressing part of the evaluation findings involves those clients who must be terminated. By and large the entire group possessed the necessary tool and other mechanical skills to be entered in a training program and to master the technical demands involved in the world of work. The problem here lay elsewhere; in faulty social perceptions, negativism, passive-dependency reactions engendered throughout their lives, hostility toward supervision and blind striking out against an environment that had expected much but failed to provide the tools to meet its expectations. All of these factors and many more affected successful response to the evaluation, but certainly to throw these people into the discard represents a tragic waste of the human resources that are so important to the real fulfillment of a nation's destiny.

In reference to the successful evaluee, we might point with pride to the thoroughgoing nature of the diagnosis to help explain the high percentage of positive dispositions; but it has been the feeling of Goodwill staff that the real explanation may lie in the mentally retarded man or woman who is being given his chance, often for the first time; who is allowed to experience success in a meaningful activity as a member of a team or a larger group of people dedicated to the same goals; who for once is not shunned or pointed out as the "queer one". We would also need to point out the efficacy of the work environment with its emphasis on "reality orientation" as a positive factor in helping to bring out the personal and work potential of the retarded client, his assets as a citizen rather than his liabilities as a case problem. Certainly we feel some pride in the diagnostic job done, but we cannot be content to rest on our laurels. We must seek to build more effective means of bridging the gaps that have led us to leave the 28.5% on the sidelines, so that the personal and cultural flaws that have caused the condition of ineptitude may be corrected and smoothed out before they reach the attention of DVR or Goodwill Industries.

CHAPTER XIV

SKILLS TRAINING

We have said any number of times in various publications and through other media of communication that one of the greatest problems confronting the retardate is his lack of tool and job skills that would help to make him a saleable commodity in the labor market. Up to this point in time there has been a number of factors contributing to this lack of skills, we know that much is being done presently by the schools and other public and private agencies in this area, but we are concerned with the mentally retarded man or woman who has come to SD #278.

But, let us return to the chief issue. The retarded client who has come to SD #278 has often been dismissed from the public schools after having completed eight years of marking time. He may be the proud possessor of a graduation certificate from the eighth grade, but all that this has usually meant is that he has succeeded in so successfully effacing himself from the mainstream of academic competition that he has been allowed to occupy classroom space for that period of time. While this may sound as a polemic, it is not; nor is it intended to be; its chief purpose is to simply state the facts as they have come to our attention.

During the time our clients were in the classroom the academic experience has generally not been conducive to inculcation of either academic skills, nor job know-how. In cases where the academic programming has ended earlier in life the situation of the retardate is even more tragic, for here he has existed during his formative years in isolation from the group experiences that might have helped him to master at least the rudimentary arts of social interaction and understanding of the nuances involved in the day to day contacts with other people in a group situation.

Be that as it may, the retarded man or woman must, of necessity, be more highly trained in the tool skills than his normal brother or sister who is entering the labor market from the high school program. The reasons for this are obvious. The high school graduate generally has some status in the world of work. The fact that he has a diploma indicates that he has successfully completed twelve years of academic programming aimed at providing him with the fundamental skills that he will need to apply in mastering the technical demands of a job. The high school diploma also means that the graduate has a success history behind him in completing the requirements for an organized program of learning, and of course the high school diploma has all the weight of American culture and tradition behind it as a point of departure for further academic training or learning the requirements of a job and career. Now, let us examine the retarded adolescent, man or woman. He has not completed a high school program with all its rights, privileges, honors, and emoluments. He seldom has completed the basic requirements of elementary school. He has no history of success behind him, he is lacking in the fundamentals of self help, he doesn't know how to approach an employer; as a matter of fact, he is quite frequently discouraged from doing so by well meaning individuals in his environment. In essence, the life of the mentally retarded client who has come to the community for help is a study in futility. It is surprising that so many of the ones with whom SD #278 has worked have done as well as they have.

It is for all the aforegoing reasons, and many more, which the reader can supply, that a thorough grounding in the mechanics of the job is deemed essential before making the employer contact for job placement of the retardate.

Goodwill Industries affords training for the retardate in many areas and job families. This will include such specific jobs as:

Sheltered Workshop Employee
Light Industrial Assemblies
Upholstering
Rug Cleaning
Shoe Repair
Laborer
Sorting and Classifying
Furniture Repair
Basic Clerical
Spray Painting
Wheel Toy Repair
Laundry Operation
Dry Cleaning and Pressing
Electrical Appliance Repair
Building Maintenance
Truck Driver
Truck Helper
Furniture Refinishing
Offset Press Operation
Metals Salvage
Cafeteria Processes
Large Appliance Repair

The list of training areas above represent a few of the specific and general work areas in which the mentally retarded have been trained at Goodwill Industries. There is some carry-over from each into like jobs in the competitive community. For instance, a retarded man who had been trained in wheel toy repair was later placed in a local factory that manufactured and serviced gasoline powered lawn mowing machines.

For purposes of illustration we have chosen the training outline used for instruction in shoe repair. While it is more elaborate than some of the other training schedules offered, it demonstrates how one job field can be broken down into a number of job areas for retardates on varying levels of learning ability, and how such job breakdowns can be correlated with employment opportunities existing in the community to help accomplish effective training and placement goals.

SPECIFIC TRAINING GOAL: Shoe Shine Man-Porter

GENERAL TRAINING AREA: Shoe Repair Shop, Janitorial Crew

LENGTH OF TRAINING: Sixty Days

PLACEMENT POSSIBILITIES: Shoe shops, Barber shops, Shoe shine stands, Some Department Stores, Hotels, Motels, Some Discount Houses.

I General Orientation

- A. Job Requirements (Personal)
  - 1. Personal Appearance
  - 2. Attendance and Punctuality
  - 3. Customer Relations
  - 4. Alertness and Attention to Detail

- B. Job Requirements (Technical)
  - 1. Leathers and Leather Finishes
  - 2. Waxes, Stains, and Polishes
  - 3. Chair Accessories
  - 4. Chair and Shop Neatness
  - 5. Incidental Job Expectations

II Specific Job Processes

- A. Shoe Shining
  - 1. Proper Cleaning of Shoe
    - a. On customer foot
    - b. Using shoe holder
  - 2. Proper Application of Wax Polish
  - 3. Use of Liquid Polishes and Cleansers
  - 4. Use of Staining Liquids
  - 5. Use of Brush and Cloth
  - 6. Use of Stain in Trimming Welts and Sole Edges

- B. Shop Practices
  - 1. Floor Sweeping
  - 2. Lavatory and Stool bowl Cleaning
  - 3. Towel Supplies
  - 4. General Light Maintenance
  - 5. Brushing Customer Off After Service

SPECIFIC TRAINING GOAL: Shoeshine Man-Jackman

GENERAL TRAINING AREA: Shoe Repair Shop

LENGTH OF TRAINING: Six Months

PLACEMENT POSSIBILITIES: Shoe Repair Shops, Some Department Stores

I General Orientation

- A. Job Requirements (Personal)
  - 1. Personal Appearance
  - 2. Attendance and Punctuality
  - 3. Customer Relations
  - 4. Attention to Detail and Workmanship

- B. Job Requirements (Technical)
  - 1. Leather and Leather Finishes
  - 2. Waxes, Stains, and Polishes
  - 3. Shoe Construction, Men's, Women's, Children's
  - 4. Tool Nomenclature and Usage
  - 5. Chair Accessories
  - 6. Chair, Shop, and Equipment Cleanliness

II Specific Job Processes

A. Shoe Shining
1. Proper Cleaning of Shoe
    a. On customer foot
    b. Using Shoe Holder
2. Proper Application of Wax Polish
3. Use of Liquid Polishes and Cleansers
4. Use of Staining Liquids
5. Use of Brush and Cloth
6. Use of Stain in Trimming Welts and Sole Edges

III Shop Practices

A. Shop Safety Instructions
1. General Personal Safety Habits
2. Safe Use of Hand Tools
3. Safe Use of Machines

B. Shop Maintenance
1. Machines, Their Uses and Care
2. Hand Tools, Their Use and Care
3. General Shop and Bench Cleanliness and Care

C. Preparing Shoes for Resoling
1. Removal of Old Sole
    a. Ripping of outer edge of sole
    b. Skiving to thin edge at shank
    c. Removal of filler and old stitches
    d. Full Soles, removal of entire shoe bottom
2. Rough Resoling
    a. Securing appropriate new soles
    b. Rough cut to fit shoes
3. Application of New Soles
    a. Buff soles and apply cement
    b. Apply cement to welt
    c. Attach soles to shoes in proper position
    d. Place shoes in cement press

D. Preparing Men's Shoes for Reheeling, Rubber Heels
1. Remove old heel
2. Prepare Base for New Heel
3. Attach New Heel to Base
4. Take to Finisher for Completion

E. The shoeshine-jackman can be useful in larger shops, or in smaller shops doing a high volume of business. He will generally perform the rough functions of preparing shoes for the final finishing by a journeyman, but the majority of his work will consist of polishing shoes for customers and in buffing and polishing repaired shoes before they are returned to the customer. He is generally paid an hourly rate, receives a commission on shoe shines, and is allowed to keep his tips. The shop owner will usually supply the waxes, chair, etc., the workman will provide his own brushes, cloths, etc. Workweek usually six days at nine hours, pay will vary depending on tips.

SPECIFIC TRAINING GOAL: Leather Finisher-Dyer

GENERAL TRAINING AREA: Shoe Repair Shop

LENGTH OF TRAINING: Six Months

PLACEMENT POSSIBILITIES: Shoe Repair Shops, Luggage Shops, Some Department Stores, Private Finishing Businesses, Auto Repair Shops, Boat Docks and Marinas, Hotels, Motels

I General Orientation

A. Job Requirements (Personal)
   1. Personal Appearance
   2. Attendance and Punctuality
   3. Meeting Deadlines
   4. Alertness, Attention to Detail, Care and Pride in Workmanship

B. Job Requirements (Technical)
   1. Leathers, Leather Finishes, Plastics, Synthetics
   2. Stains and Dyes
      a. Qualities and Usage
      b. Color Discrimination
   3. Waxes and Polishes
   4. Shoes, Bag, and Luggage Accessories
   5. Shop and/or Work Area Housekeeping
   6. Incidental Job Expectations

II Specific Job Processes

A. Shop Practices
   1. Nomenclature and Usage of Spray Gun or Application Materials
   2. Personal Safety Habits
   3. Safe Use of Machines
      a. Spray gun
      b. Vacuum fan
      c. Buffers, polisher, etc.

B. Shop Maintenance
   1. Care and Cleaning of Spray Gun
   2. Proper Storage of Dyes
   3. Work Area Housekeeping

C. Preparing Items for Dyeing or Refinishing
   1. Repair Breaks, Replace Metal Items, Smooth and Fill Cuts, Nicks, and Scuffs
   2. Clean with Appropriate Cleaner
   3. Dry Thoroughly

D. Dyeing Item to be Refinished
   1. Check Spray Gun for Cleanliness
   2. Start Vacuum Fan to Carry away Dye Fumes
   3. Select Proper Color and Type of Dye

   4. Spray Item and Allow to Dry, Repeat as often as Necessary
   5. Use Care in Applying Dyes Evenly and Uniformly

E. Finishing
   1. Apply Wax, Neutral Coloring, or Other Appropriate Finishing Material
   2. Buff and Polish as Required

F. The Dye man can be used in many places where women's shoes, purses, and other appurtenances are dyed and refinished. He can dye and refinish luggage, leather auto interiors, convertible tops, dashboards, etc.. Pay is generally hourly, working hours will vary according to place of employment.

SPECIFIC TRAINING GOAL: Shoe Repairman, General

GENERAL TRAINING AREA: Shoe Repair Shop

LENGTH OF TRAINING: Six to Twelve Months

PLACEMENT POSSIBILITIES: Shoe Repair Shops, Luggage Shops, some Department Stores, Farm Implement Repair Shops, Boot and Shoe Factories

I General Orientation

A. Personal and Work Adjustment
   1. Personal Appearance, On The Job, Leisure Time
      a. Appropriate clothing
      b. Neatness of clothing
      c. General personal hygiene
         1. bathing and washing
         2. shaving
         3. use of deodorants and other male cosmetics
   2. Work Adjustment Practices
      a. Meaning and importance of work (General)
      b. Meaning and importance of shoe repair career
      c. Punctuality and attendance
      d. Positive response to supervision and direction
      e. How to evaluate and use criticism profitably
      f. Work vocabulary
   3. General Personal Direction
      a. Systematic spending
      b. Systematic saving
   4. Use of Leisure Time
      a. Socially approved activities
      b. Socially disapproved activities

II Training and Job Adjustment

A. Shop Safety
   1. General Personal Safety Habits
   2. Safe Use of Hand Tools
   3. Safe Use of Machines

- B. Shop Maintenance
    - 1. Machines, Their Use and Care
    - 2. Hand Tools, Their Use and Care
    - 3. General Shop and Bench Housekeeping

III General Job Instruction and Practice

- A. Resoling Shoes
    - 1. Removal of Old Sole (See shoeshine-jackman description)
    - 2. Resoling and Application of New Soles (See same)

- B. Reheeling Shoes
    - 1. Replacing Rubber Heels
        - a. Remove old heel
        - b. Prepare base for new heel
        - c. Attach new heel to base
        - d. Put aside for final machine finishing
    - 2. Replacing Leather Heels
        - a. Cut and trim away old heel to base
        - b. Replace with proper leather cap, etc.
        - c. Put aside for final machine finishing
    - 3. Ladies Shoes
        - a. Attach ladies wooden heels
        - b. Attach ladies heel using metal shank emplacer
        - c. Attach ladies heel caps
        - d. Perform repair services as needed

- D. Patching
    - 1. Upper Patching
        - a. Remove old cap
        - b. Pattern and cut new cap
        - c. Cement and sew new cap
        - d. Relast upper to insole
    - 2. Rips and Tears
        - a. Sewing rips on uppers
        - b. Sewing rips on jackets and other leather goods

- E. Miscellaneous Shoe Repairs (Hand)
    - 1. Sewing welt to upper
    - 2. Heel liner repair
    - 3. Replacing insoles
    - 4. Replacing midsoles
    - 5. Replacing sock liner's heel pads
    - 6. Attaching braces to ladies heels

- F. Minor Orthopedic Repairs
    - 1. Following orthopedic prescription from chart

- G. Related Machine Operation Training
    - 1. Stitcher
    - 2. Auto soler
    - 3. Cement Press
    - 4. Finishing Machine and Attachments

H. The shoe repairman, General, can move to journeyman status, he can, with further instruction and practice, become a shop owner himself, and Goodwill Industries has trained those, retardates, who are now operating shops of their own with help from the family. Hours and pay rates vary, but generally the shoe repairman will work a six day week, eight to ten hours daily. He will need to be capable of producing from fourteen to twenty-five dollars in acceptable work for each wage dollar that he is paid.

The aforegoing series of training programs are illustrative of how one job field can be broken down so as to provide more training and placement areas and so make more work-training possibilities available to the retarded man or woman. This same process can be carried on in other areas. For instance, the kitchen can offer training in basic foods preparation, salad making, sandwich making and wrapping, cafeteria and cafe cleanup, dishwashing, fry cook, and others. Janitor training can lead to placement as Church custodian, janitor, cafe cleanup, motel and hotel housekeeping, window washer, used car cleanup man, barber shop porter, and many others. It requires only that the training agency remain alert to new areas of job training that can help the retarded man or woman acquire the skills necessary to functioning effectively in the vocational community.

CHAPTER XV

NEEDED EXTENSIONS

In addition to establishing the training program and work opportunities at Goodwill Industries, we have also utilized other means of providing training situations and consequent placement areas for the mentally retarded. We have pointed out that a number of clients were referred to other agencies for training, such training included body and fender repair, basic auto mechanics, elementary business training, spray painting, etc.

A most significant area of training outside the rehabilitation agency lies in the development of the on-the-job training opportunity. Here the employer himself conducts the training with a part of the cost underwritten by DVR. The client is employed by the person who is to do the training, and his rate of pay determined by mutual agreement between client, employer, and DVR counselor. The type of training the client will receive is, or should be, carefully delineated, and the length of time such training will take is estimated. The DVR counselor arranges for a certain amount of the client's pay to be reimbursed the employer on a descending scale; so that as the client acquires proficiency and becomes productive he is earning his own way to a greater degree. Intensive exploitation of the OJT possibilities in a community can lead to development of a veritable gold mine of training and placement possibilities for the retarded. Care must be taken however to insure that the basic rights of the client and the employer are well protected. An on-the-job training agreement should be cognizant of the following:

1. The employer's training responsibility must be clearly outlined and understood by all parties to the agreement.

2. The pay scale, and its modifications should be in the form of a written agreement.

3. The responsibilities of the client and his family in the OJT situation must be clearly outlined and understood.

4. There should be a definite placement in mind at the end of the training period.

5. Training should be in an area that lies within the capabilities of the client.

6. There must be close, intensive, follow-up by the counselor or the agency responsible for the OJT program.

SD #278 has helped make OJT placements in a number of areas including; electrician's helper, carpenter helper, antique furniture refinishing, commercial home cleaning, painter's helper, upholsterer, floor maintenance, exterminator, veterinarian's assistant, service station helper, and others. It is our feeling that OJT possibilities are almost unlimited, and given adequate staff and staff time ever new job training areas can be developed.

It is sometimes ludicrous, and always disturbing, to observe that the regulations which have been aimed at safeguarding preparation of normal persons for entrance into certain occupations militate against the preparation of well qualified retarded men and women into these same occupations. Well qualified that is, except for the academic preparation necessary. We have evaluated any number of feminine clients, for instance, who we feel could have functioned quite well in a beauty salon, washing and setting hair, giving manicures, as well as many of the minor cosmetic functions involved. Unfortunately, however, to do these things requires more than just the ability to do so, or to learn to do so. The person must learn the major muscles, veins, arteries, bones of the skull, etc. and pass a written examination on these things. We do not argue against regulations prescribing adequate preparation of individuals who would serve the personal and sanitary needs of the public, but we would feel that the terms of such preparation could be liberalized for those who can be taught to do the work even if they don't know where the femoral or carotid arteries are located, or how the placement of the upper mandible affects the setting of a pin curl over the anterior portion of the medulla-oblongata.

Certainly, if we view real needs in the vocational preparation of the retarded, we need some sort of a system established whereby a return to ancient apprenticeship system could be set up. In such a system the retardate could be guaranteed the inculcation of job skills and ultimate absorption into the work force of the trainer. The necessary time could be taken to teach the essential tool skills and the proper supervision of the total activities of the apprentice could be provided, so as to help make effective working citizens of the apprentice involved. We know that we are living in a modern age, but there is no reason why the lessons of the past cannot be applied to present day problems; especially in such an important area as the welfare of our mentally retarded adults.

SECTION IV

WORK AND CITIZENSHIP PREPARATION SERVICES

CHAPTER XVI

THE PERSONAL ADJUSTMENT PLAN

It is altogether fitting and proper that an habilitation project attempt work preparation of the retarded adult by affording a thorough grounding in the mechanics and techniques of specific job performance; yet no matter how well conditioned a client may be in performing the work motions involved in a particular job, failure on that job may be implicit because of the lack of awareness on that client's part as to the social nuances that are also involved in successful job performance. Only the very secure person can often be objectionable in his inter-relationships with fellow employees and/or supervisors. The retarded can never afford poor personal relationships.

Apropos to the need for effective integration into the social structure of the job situation, it became apparent early in the course of SD #278 that we were lacking in this area of work and citizenship preparation. Several excellent placements had been made, but practically all of them were foundering in the morass of poor human relations, and project staff was answering more and more emergency calls from employers asking for help in dealing with the personal and interpersonal problems that were arising in connection with our trainee placements. While staff was always ready to respond to these calls, it was felt that many of these so called problems could have been avoided or headed off by early and intensive application to the roots of the problems during the course of the training program itself.

Goodwill Training and Production Staff began to conduct program reviews in which the goals and methods of the evaluation and training program might be subjected to intensive scrutiny. Employers were interviewed and questioned as to what they sought in an entrance employee and what each regarded as the real standards of the job situation outside the purely productive aspects. When all of the findings were in, and the overall results could be analyzed it became apparent that more reality was essential to the reality oriented framework of SD #278. Most of the employers surveyed had pointed out that a high degree of skill in the work situations for which our trainees were competent was not essential to a beginning employee. The employers generally said that they did not seek technical perfection from high school graduates they employed, nor did they hold the public educational system responsible for a high degree of skills induction. Rather, it was pointed out, the general high school graduate is a person who has demonstrated the ability to subordinate his own desires to the needs of the larger group and of organized society so that in the acquisition of foundation academic skills he has also acquired certain habits of conformity, self discipline, and a mind set favorable to learning new techniques of carrying out the multi-faceted responsibilities of workmanship and citizenship. In short a behavior pattern is developed which is conducive to learning the technical demands of a job while at the same time smoothing the way to eventual integration of the new employee into the larger structure of the supervisory and other relationships essential in a work group.

Keeping these things in mind the orientation of SD #278 began the evolvement into the sort of individualized work-personal adjustment programs that were aimed at helping make the retarded man or woman adjustable to the varying pressures to which he would be exposed in the ordinary work situation. The necessary work skills were still regarded as necessary, but they began to assume the status of learnings incidental to the greater responsibilities attendant to the maintenance of one's self in the overall job picture. While a certain foundation of technical skills were held necessary to form the learning transfer basis for job performance, the retarded adult needed more to be given particular instruction in learning to modify his behavior patterns so as to fit himself into the social employment patterns of his work mileu with a minimum of friction. We have learned that to fail to take such instructional steps is to militate against the retarded person as an effective worker, and the reverberations of an unpleasant employment situation for one retardate can have serious consequences for the placement of future graduates of the habilitation program. In line with these thoughts and as a result of our experience and our studies we now accept and use the following philosophies as guide lines to the training plans recommended and instituted.

In order to accomplish the necessary induction of personal skills it is essential that the habilitation agency recognize that in addition to the eight or more hours the client will spend working, he will spend an equal or a greater number of hours in leisure time pursuits that are based on his background of interests and in common to his social mileu. He will use public and private facilities of all kinds; he will use credit for installment purchases; he will utilize such resources of the community as he learns to use and feels necessary to meet his personal demands off the job; and the social and personal action and reaction patterns he engenders in such activities will carry over and affect his work environment for good or for bad. In short, personal adjustment programming is not a thing that can be switched on or off like a television set. It is, and must be, a planned, continuing process that is intended to anticipate and to help develop the resources necessary to fulfillment of the varying needs of the retarded man or woman. It is true that such personal adjustment services must have a cut-off point, but during the time that such a plan is in the process of implementation it must be thorough, intensive, and without cessation. It is highly essential that the conditioning process be carried to the point of overlearning so that when the time comes that the retarded person must rely upon his own resources the probability of appropriate behavior in the work or citizenship function of his life is increased.

It is possible to afford a much more highly structured personal adjustment program in the confines of the agency training station than in the sometimes easy-going routine of family life or the free and easy camaraderie of the guest home; nevertheless, the plan begun in the training agency must be carried over into the home or the after hours situation, whatever it may be. For that reason the owner of the guest home becomes in effect a member of project staff, as do the parents of the client when he lives at home. Each is expected to exercise the function of trainer and personal example for the retarded man or woman in helping him to learn and emulate the standards he must apply to himself in fitting himself most effectively into the group patterns of his work-leisure time environment. We will discuss some of the more highly structured segments of the adjustment program in subsequent chapters, and attempt to cover the general aspects of such planning and programming in the closing of this section of the report.

CHAPTER XVII

WHO AM I?-WHAT WILL I BE?

In the course of this report we have spoken of the retarded person's lack of self concept. We have discussed his inadequacy of personal identification, his feelings of isolation and loneliness, his awareness of only dimly understood personal and performance faults. We have spoken of his lack of social perception, and of his tendency to misinterpret common everyday behavior, words, and attitudes of others in terms detrimental to himself. The initial phases of the personal adjustment program are aimed at alleviating this problem to some extent by helping the retarded person create a more realistic concept of himself as a person of worth, and one who will become a more effective part of the community.

The opening guns in the battle to create more realistic self concepts takes the form of individual counseling sessions with the new trainee to interpret the training program, what it is, why it is set up, why certain things will be done and others not done, what the training plan hopes to accomplish, and where it hopes to help the trainee progress. Since the direction these sessions will take depends upon the individual needs of the trainee concerned there is little in the way of formal structuring that can be done, except for directing the stream of counseling into channels that are appropriate to the habilitation goal. Following are excerpts from some of the sessions held with different clients, at different times. They tend to represent a composite of client verbalizations.

Do you know why you are here at Goodwill Industries?

The man in the office (DVR counselor) sent me, and the folks said I had to come.

Well, yes, but why are you here? Why did you do what the man in the office and your folks told you to do?

I guess so I can learn a job. The man said you did that. He said you trained lots of people like me and got them jobs.

What do you mean, people like you?

You know!

No, I don't know. What do you mean?

Oh! Retarded, dumb, stupid, like me.

Who told you that you were stupid?

Everybody! They don't let you have fun, they whisper about you, they laugh at you because you're stupid.

You said retarded before. Do you know what that is?

Yeah, I told you, stupid, you can't do anything.

Do you think you're retarded?

I guess so; I never could do anything. Dad says I could if I'd just try, but I didn't.

Did you try?

Yes I did! It din't make any difference, it still wasn't good.

Do you think you can't do anything?

I don't know-----I guess not-----I fixed a bicycle.

Do you want to do something?

I guess so. It's better than nuthin. I don't like to just sit around.

Do you have to just sit around?

Yeah, nobody wants to talk to you, or give you a job.

You want a job?

Yeah, I guess so.

Why do you want a job?

Oh, so's I can show 'em, and have some money, and buy things.

Is that the only reason you want a job?

Yeah-----well, everybody else has a job, why can't I?

Do you know what you have to do to get a job?

You gotta learn how to work.

What do you mean?

Oh, you know. Do what they tell you to do. Put out.

Yes, but what about when you work?

Well, you have to do the job, and not give any trouble.

Do you think you can learn to do the job?

I hope so.

Yes, but do you think you can learn?

Yeah, I can learn. You'll see, so will they.

Who's they?

Oh, all o' them.

All of them?

The people that think you're so stupid. When I get a job I'm gonna go back and show them.

Well, I think that's fine, but first you need to learn how to work and that's what we will try to do here. You will need to be here a long time. Maybe a year, but if you do as well as we think you will we won't have any trouble getting you on a job. How would you like that?

Just fine, will I make good money when I work?

Well, how much you make will depend on the job you get. We can talk more about that later.

In initial interviews, such as this, client feelings are explored and the attempt to get a positive commitment is made. Some idea is gained as to the client's realism in perceiving himself as a part of the working world, and some idea of the direction of subsequent interviews is formed. Later meetings will go further toward development of more realistic self concepts and when the time is ripe the client will be assigned to a group where the powerful undercurrents of group dynamics may help to bring about realization of self as an important individual and as a part of the larger group which is worthy in purpose and capable of making a contribution.

Well, it's been a week since we talked last. How are things going?

O.K., I guess. I'm getting better Mr. Smith said.

That's good, how do you feel about it?

Well, I think I'm getting better, but I still foul things up once in a while.

What's the reason?

Oh, I get in too big a hurry; but I'm learning to go slow on the hard things. Sometimes I have to ask Mr. Smith how to do it.

Do you think you'll get to where you don't have to ask Mr. Smith?

Yeah, I think so, I got to. Mr. Smith says that a boss only tells you once, then you got to know it.

Well, I think that Mr. Smith is probably right. Do you think you will be able to do that?

I think so, Mr. Smith says I'm getting better. The folks say I'm better too.

Are you good enough to go on a job now?

Oh, golly, I don't know. I'm not sure. What do you think?

Perhaps I ought to talk to Mr. Smith and see what he says. If we found a job for you, would you take it?

I don't know------Yeah, I'd try it.

Why?

Well, that's what I'm here for. If I don't try it I might not get another chance.

I wouldn't worry about that, but what if you tried and didn't make it?

I'd just have to come back for some more training, I guess.

Then what?

Well, I'd just train till I got something I could do.

How long do you think that would take?

It depends on how much more I need to learn, I guess; but I'm getting better.

Do you think you would feel bad if you went on a job and then had to come back for more training?

I don't think so.

Why not?

Some of the others had to come back, and they say it's not so bad. It's not like flunkin' school. Here you get another chance.

That's true, but don't forget that you want to do as well as you can, even if you know you can come back. We have lots of other trainees that need to be trained.

Yeah, that's right. I wont foul up on purpose, but if I don't make it I can come back, can't I?

Yes you can, but when you go on a job we want to be pretty sure you're ready so that you won't have to come back.

Here we can see the developing self confidence of the client, and the beginning of awareness of self as a worker; but we can also see the ambivalence that exists toward the work situation and the resultant severance of the protective training agency ties. It requires as much patience and hard work to accomplish the weaning process, oftentimes, as it does to develop the positive attitude toward work and self; but nevertheless it is necessary to do so in order to point the retarded person up the trail he must take to citizenship.

Well, You go out on a job today, how do you like that?

It's nice, but I got butterflies.

How so?

You know, I'm kinda nervous. What if they don't like me?

You talked to the man didn't you?

Yeah, he was nice, but what if the others don't like me? What if I can't get along?

What did you do here when you were having troubles?

I talked to Mr. Smith, or to you.

Well, you can talk to your new supervisor, he's the man there like Mr. Smith is here. He will help you all he can, and we will be seeing you from time to time. So it's going to be allright.

I can come back here if I need to can't I?

I suppose you can, but don't forget why you came here. We have some other people that want the same thing you did. You just do what you've learned here, and what the boss tells you, and you don't have a thing to worry about.

Well, I'm gonna do my best. Mom and dad say I can do good, and so does Mr. Smith.

Good, just remember that.

I will, and the boss there acted like a real nice guy. When I get my first payday I'm going to come and visit you. Can I ?

Sure, you'll always be welcome. We like to have our trainees come back to see us. Good luck!

In this series of conversations, editied to be sure, we have been able to observe the burgeoning of self; from apathetic acceptance of failure to resolution to independence of action based on one's own efforts.

Who am I?

I'm a retarded person?

What will I be?

I'm gonna be somebody, like everybody else.

CHAPTER XVIII

WORK PREPARATION SERVICES

Preparing the mentally retarded adult to meet the intangibles of the world of work can be, and is, a lengthy and involved process. It involves both the formal and informal presentation of academic and semi-academic material, and a high degree of planning and structuring of the presentation. Materials so presented must have meaning, goals must be easily attainable, and methods of presentation must be sufficiently colorful as to allow for maximum learning and retention and recall.

SD #278 has developed a continuing program of class type materials presentation, which coupled with the living experience of the training station and the guest or family home living program, is calculated to produce the type of impression essential to subsequent usage of the trainee when confronted with the need to seek employment or meet the demands of his personal-work environment.

The classes held by project staff are semi-formal and embrace the areas of personal hygiene and conduct, as well as serving to orient the prospective worker to the importance of work in the general scheme of things. The class presentation is bolstered by use of certain teaching devices including visual aids, role playing, practice, demonstration, and some, but very little, formal lecture. The visual aids consist of commercial films, drawings, made and printed by staff, posters, which are available from certain companies, and chalk talks. The personal hygiene classes are conducted for both men and women. The general group meetings are in some instances co-educational; in other instances the groups may be segregated, depending upon the circumstances of program. The other formal class is the "employables" group and is conducted weekly for a mixed group of employable trainees. Following is the course outline for each of the classes, with illustrations of some of the types of materials used in the classes.

PERSONAL HYGIENE

I Care of skin, teeth, and nails

  A. Need for clean skin, nails, and teeth

  B. Techniques of maintaining skin, teeth, and nails
    1. Frequency of washing face and hands
      a. General (Daily, at least twice)
      b. Specific (Hands washed before meals)
      c. Specific (Frequency dependent upon work performed)
    2. How to wash face and hands
      a. Women
      b. Men
      (Dial Soap has an excellent film on this)
    3. Bathing
      a. Frequency of bathing
      b. Proper type of soap

- 4. Shaving
  - a. Men
    - 1. Preparation of face
    - 2. Application of shaving soap
    - 3. Use of razor
    - 4. Preparation of face and use of electric razor
  - b. Women
    - 1. Shaving underarm hair
    - 2. Shaving legs (depilatories)
- 5. Teeth
  - a. Frequency of tooth brushing
  - b. Techniques of brushing teeth
  - c. Regularity of dental inspection
- 6. Nails
  - a. Trimming and cleaning (men)
  - b. Trimming and cleaning (women)
    - 1. Manicuring techniques
    - 2. Proper type and color of nail polish

II Care of Hair

- A. Need for clean, well groomed hair
  - 1. Washing hair
    - a. Frequency
    - b. Method
      - 1. Men
      - 2. Women
  - 2. Haircut (men)
    - a. Frequency
    - b. Type of haircut (Avoid extremes of styles)
  - 3. Hair care (women)
    - a. Shampooing
    - b. Trimming
    - c. Setting (Commercial and personal)
    - d. Styles (Avoid extremes)

III Proper Dress

- A. For Work

- B. For Recreation

- C. For Job Interviews

- D. For Church

IV Cosmetics

- A. Use of deodorants
  - 1. After shave, talcum, underarm (men)
  - 2. Underarm, cologne, perfumes, etc. (women)

B. Use of cosmetics
    1. Reasonable usage
    2. Application
    3. Choosing best colors, etc., for person
    4. Selecting and using amount and type of makeup to suit working situation.

V Care of Clothing

A. Laundering and dry cleaning
    1. When to launder, and how to use help yourself laundries
    2. Ironing and pressing laundered clothing
    3. When to have clothing dry cleaned

The aforegoing outline, while sketchy, will serve to illustrate the attention that must be given to the most minute detail in helping the retarded man or woman to carry on in the community by his own efforts. It goes without saying that the class instruction requires a great deal of follow up, including daily inspections, for a long period of time; both while the client is in training and even after he is on a job. Materials to illustrate this course outline may be secured through local libraries, national industrial concerns, local unions and industries, service agencies, and by drawing upon the professional groups within the community.

The "Employables" classes go into even greater detail and are more highly structured than is the case with the personal hygiene classes. In this area the instructor concentrates heavily on the instilling of positive attitudes toward work and reinforces the learnings engendered in the training station and the personal hygiene classes. Although there is some repetition, it is done deliberately, and for the purpose of impressing the importance of proper dress, hygiene, etc. on the fledgling employee.

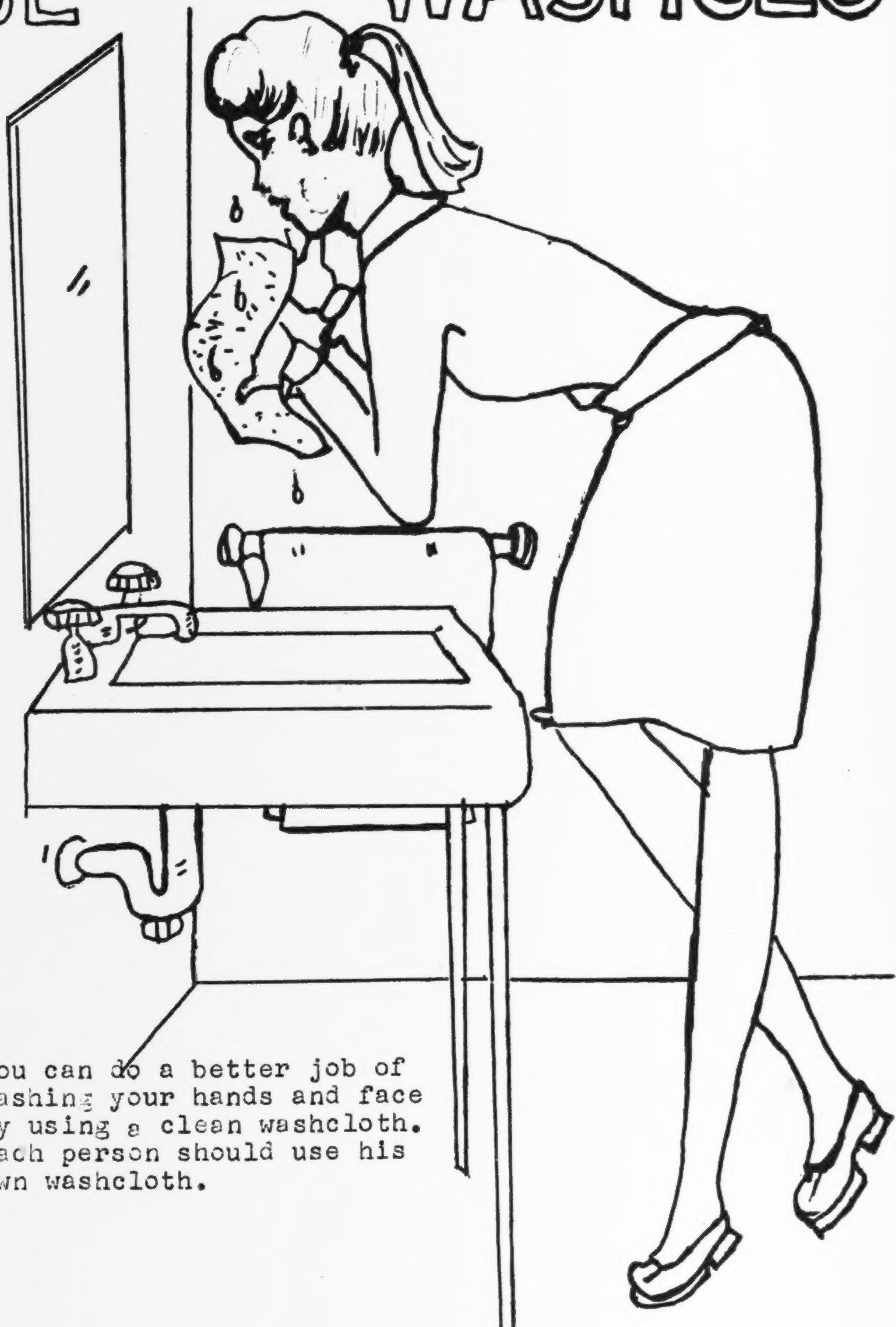
I Introduction

A. This is a meeting that we have set up for our trainees who will soon be ready for a job. We will meet here like this every week for the next two or three months. We are having these meetings with you so we can help you learn some of the important things you will need to know in order to get a job and keep it. You will need to listen closely, and know these things if you really want to have a job, and if you want to keep the job after you get it. The things we will talk about and learn about will be easy and will also be fun to learn and remember.

I think you will like to meet here with me every week, for we are going to talk mostly about the things that you like to do, the things you want to do, the things you have to do to get a job, the things you have to do to keep a job, and the kind of work you can do.

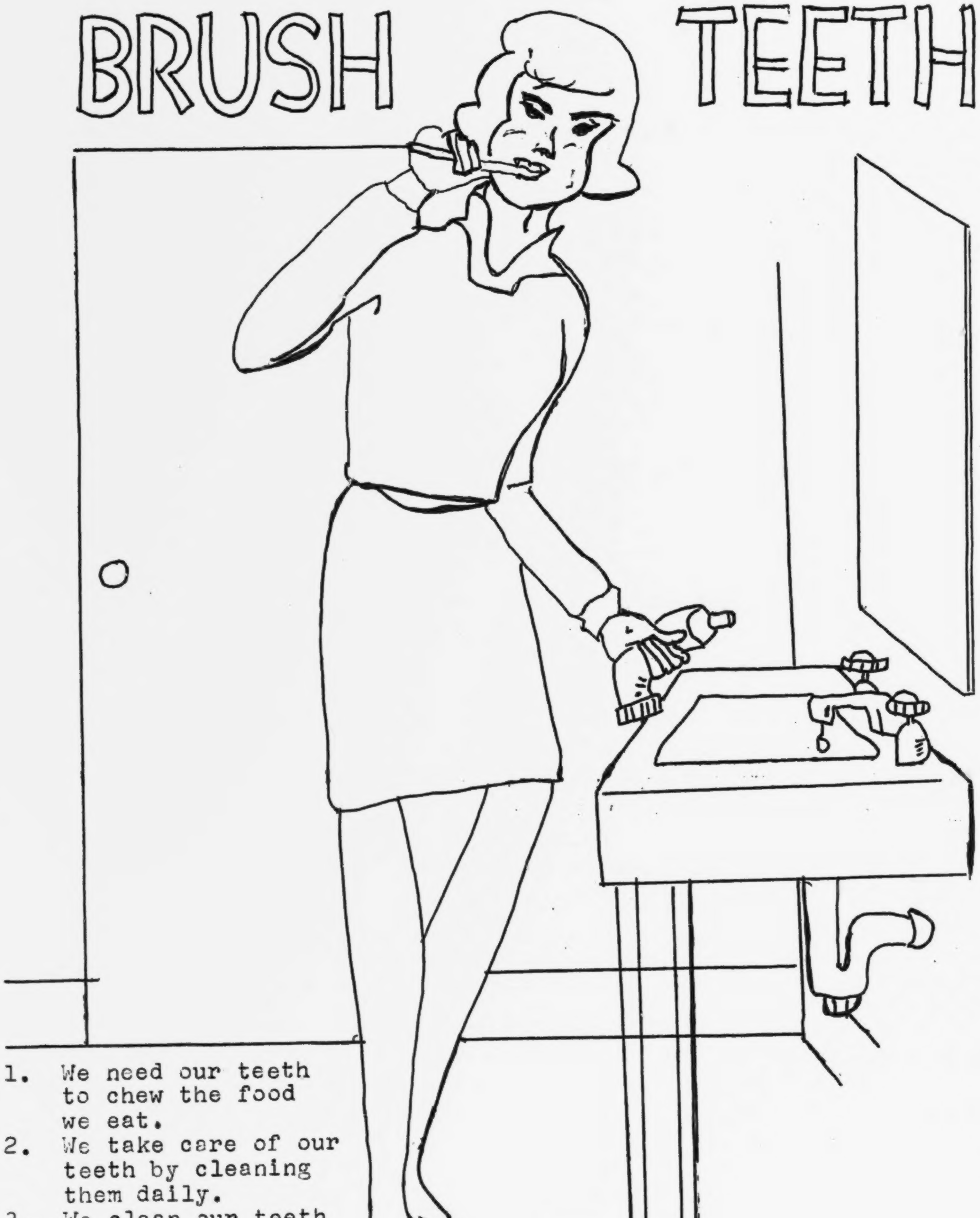
Everybody who is able, like you, to work, should work; because working people are the best and happiest people.

USE WASHCLOTH



1. You can do a better job of washing your hands and face by using a clean washcloth.
2. Each person should use his own washcloth.

BRUSH TEETH



1. We need our teeth to chew the food we eat.
2. We take care of our teeth by cleaning them daily.
3. We clean our teeth using a brush with tooth powder or paste.

MY GROOMING GRAM

1. Take a bath or a shower every day.
2. Use a deodorant every day.
3. Shave every morning.(men)
4. Keep hair shaved under arms, and legs smooth.(Women)
5. Wash hands often.
   a. Before eating or handling food
   b. After visiting toilet
6. Brush teeth--in the morning, at night, and after eating.
7. Brush or comb hair and keep it neat and well groomed.
   a. Wear a hair net if working in kitchen.(Women)
8. Wear clean underwear, socks, or stockings.
9. Keep clothing clean and well pressed.
10. Never, never squeeze pimples, especially in public.
11. Get eight to ten hours of sleep every workday night.
12. Eat properly, drink lots of milk and water, eat plenty of green leafy vegetables.

(can you think of any reasons why this is so?) We must work or we will always have to count on somebody else to help us. Working means we can help ourselves.

There is a suitable job for everyone who wants to work, you all want to work. That is the reason you are here. It is not good to be lazy, or to refuse to work if you can work. Most of us would rather not work I know, but you have all learned to like work and to be interested in work, and to have fun in work by doing it well. You have all seen how important work is, and because you know of its importance you want to work and do your share.

II Importance of Work

A. People who work are happier and healthier

B. We need to work to do our share at home and in the community, and to earn our own money to buy the things we want.

C. Working people are successful and are liked by others.

III Job Application

A. Making out an application
  1. Group illustration and lecture
  2. Group practice
  3. Individual practice and instruction

B. Techniques
  1. Introduction
    a. Filling out an application blank is necessary in most of the jobs you will try to get. It is important that you know how to recognize the usual questions you will have to answer, and know how to answer them. Filling out an application is usually easy, and if you need help you can usually get it, but if you can read and write only a little you shouldn't have any trouble. Now you watch me while I fill out this sample on the board, and you look at the board and at the sample you have and see how it should be filled out. Don't do anything to yours now, but just watch how I do it.
  2. The instructor fills out the illustration blank on the board, while trainees observe and follow on the blanks that have been provided to each.
  3. Review
    a. Trainees then fill out the blanks provided them using the board sample for guidance.
  4. Practice
    a. Trainees fill out another sample copy with the instructor guiding the process.
  5. Home practice
    a. Trainee practices on several sample copies at home, and the results are studied at subsequent meetings.
  6. Review
    a. Review takes place continuously up to the time of placement.

IV Preparation for the Interview

A. Basic rules of personal hygiene (review)
  1. Care of teeth, nails, and skin
  2. Care of hair
  3. Proper dress
  4. Adequate rest the night before the interview
  5. Proper food

B. The interview (preliminaries)
  1. Check clothing and personal hygiene
  2. Be on time or a little early
  3. Know yourself, tell what you have done in training
  4. Be confident, but don't be cocky
  5. Try to avoid showing too much fear or nervousness
  6. Show an interest in working and especially in the job for which you are applying

C. The interview proper
  1. Be polite
  2. Give your name and tell the reason you are there
  3. Stand straight and tall
  4. Don't sit down until the interviewer gives permission
  5. Sit straight, but be relaxed, not overly so.
  6. Don't smoke or chew gum during the interview
  7. Speak clearly, not too loudly, not too softly, don't mumble
  8. Be attentive and look the interviewer in the face
  9. Answer all the questions asked you to the best of your ability. Don't brag, talk only as much as is necessary.
  10. Try to make the interviewer know that YOU REALLY WANT TO WORK
  11. Talk about wages and benefits after the interviewer brings them up

D. Practice

1. Each trainee has at least one practice interview in the class, usually more. Others in the class observe and criticize and learn in the process.

2. Each trainee is interviewed by a representative of the USES, a private placement agency, or a personnel officer from a local institution. Training staff receives a report as to general impressions and uses the report for further individual instruction in how to respond in an interview.

V How to keep a job

A. Keep clean and healthy

B. Be punctual and regular in attendance

C. Don't be a clock watcher

D. Be honest and dependable

E. Be sure you follow your supervisor's instructions, whether or not you agree with them, or whether or not it's the way you learned here. If you don't understand what is wanted, ask.

F. Do more than you are told to do if possible, and never less. Remember the boss is always right and you do as he says until he tells you differently.

G. If you make a mistake do not be afraid to admit it, never try to hide it. Learn from any mistakes you make, and work hard to keep from making the same mistake twice.

H. Never talk back to an employer

I. Take good care of tools and equipment entrusted to you.

J. If you get a raise or receive praise from your boss it is best to wait until you get home and tell your parents or someone else about it. Don't brag about it to your fellow workers.

K. Do not be jealous of other workers, and do not try to do what other workers do. They may not be doing the right thing.

L. Do the work assigned to you in the way you have been told or taught to do it. Do not listen to other employee's advice about how to do your work if it isn't like the boss said to do it. Do it the bosses way.

M. Do not complain.

N. Avoid worrying, and talking about your worries. It never helps anything.

O. Ask for help when you do not understand how to do a job, but always ask the boss, or your supervisor, and try to keep from asking too often.

P. Try hard to control your temper. Anger causes many people to lose good jobs. If you should lose your temper be quick to apologize for any wrong thing said or done.

Q. Do everything possible to like your boss and supervisor and have them like you and your work.

R. Keep your love life away from your work. Don't discuss your sweetheart with boss, supervisor, other employees, or casual acquaintances around the job.

S. Always remember that if you do well on your job some other trainee may be able to get a job there later. Always be a good worker and a good citizen.

VI Personal Development

A. Handling of paycheck

1. Always pay necessary debts before you spend money for anything else.
2. Don't buy on the installment plan until you know that your job is permanent, that you can handle the payments out of your earnings after you have taken care of your necessary debts, and that it is something you need now and don't have the time to save for.
3. Save a part of your pay every payday, even if it's only a nickel.
4. Don't borrow money from other employees, and never, never, loan money.

B. Getting along with others

1. Golden Rule: Treat everybody else the way you want them to treat you. If they don't treat you that way don't let it bother you or make you lose your temper. Avoid or ignore such people if you can.
2. Be as pleasant, kind, and helpful as you can, but don't make a nuisance of yourself.
3. Never say anything bad about anyone with whom you work. Never repeat gossip gossip or anything you heard about fellow employees or anyone else.
4. Be careful of your relationships with members of the opposite sex. Never do or say anything they may take wrongly. Be friendly, but not familiar.
5. Avoid criticizing anyone, especially the boss or supervisor.

C. Transportation

1. Learn bus routes to the job and in winter get up earlier and take an earlier bus than usual. Do this anytime the weather is bad.
2. Learn to use buses to other parts of the city.

D. Finances

1. How to budget
2. How to count money and make change
3. Don't forget to save every week

E. Spiritual

1. When you are working and on your own don't forget or neglect to go to church and Sunday School, and always help your church with some of the money you earn.
2. Don't neglect your prayers, because you have a lot for which to be thankful.
3. Attend young people's meetings, get acquainted with your pastor and the other people in your church. You will have fun and if you are in trouble you can get help.

F. Recreational

1. Get out in the community and have fun. Be careful of the kinds of places you go for fun. You will be judged by the company you keep, and the wrong kinds of

company and places of entertainment can lead you into trouble. If you are not sure, ask someone; your parents if possible, if not, your pastor, your boss, your supervisor, or come into Goodwill and talk to us.
2. Avoid places where liquor is sold, and people who like to drink and who want you to drink. It can only lead to trouble, even if you drink nothing but beer. NEVER TAKE THAT FIRST DRINK!

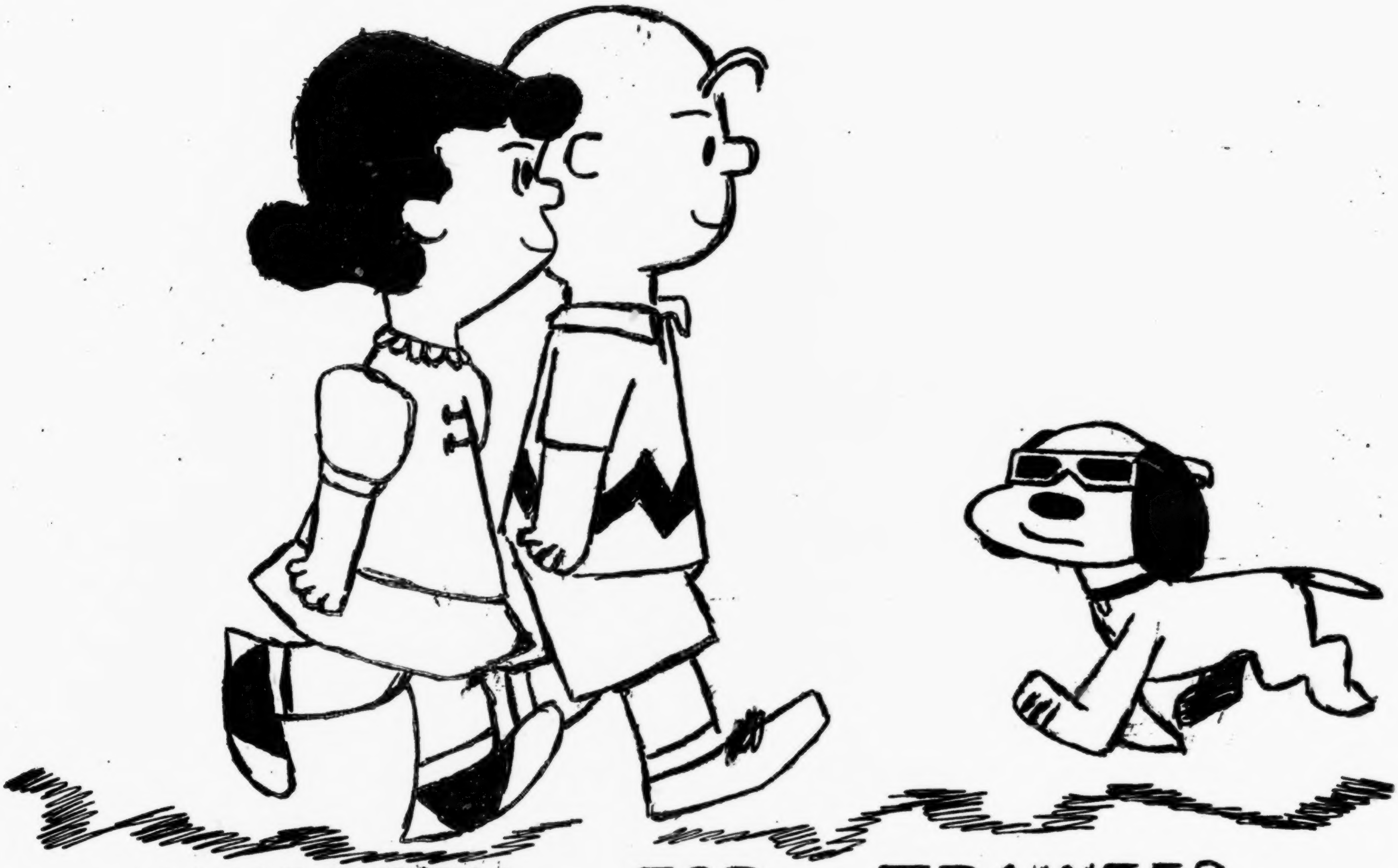
We have covered in a somewhat sketchy manner some of the formal and informal procedures used by SD #278 staff to help in the work preparation and to some extent in the citizenship preparation of the retarded. The outlines presented are, however, not all inclusive. Each of our trainees is counseled, programmed, and directed along the course which seems best suited to meet his individual needs. The general outlines of each program are fairly rigid, but there is sufficient flexibility to allow changes and modifications in meeting particular needs as they become apparent.

We feel that such intensive concentration of effort is important, because in the absence of ratiocination and critical judgement of normal degree there must be a substitute, which we must provide if possible. That substitute, in effect, amounts to conditioning of appropriate behavior and almost reflexive responses to given situations which the trainee, employee, will meet. We cannot predict every stimulus to which he will be exposed, but we can envision, as a result of our experience, many of the situations with which he may be required to deal; and consequently consider it our duty to make as many of the advance preparations as is possible within our limits of time, staff, and case load pressure.

THE IMPORTANCE OF WORK

FOR

EMPLOYABLES CLASSES



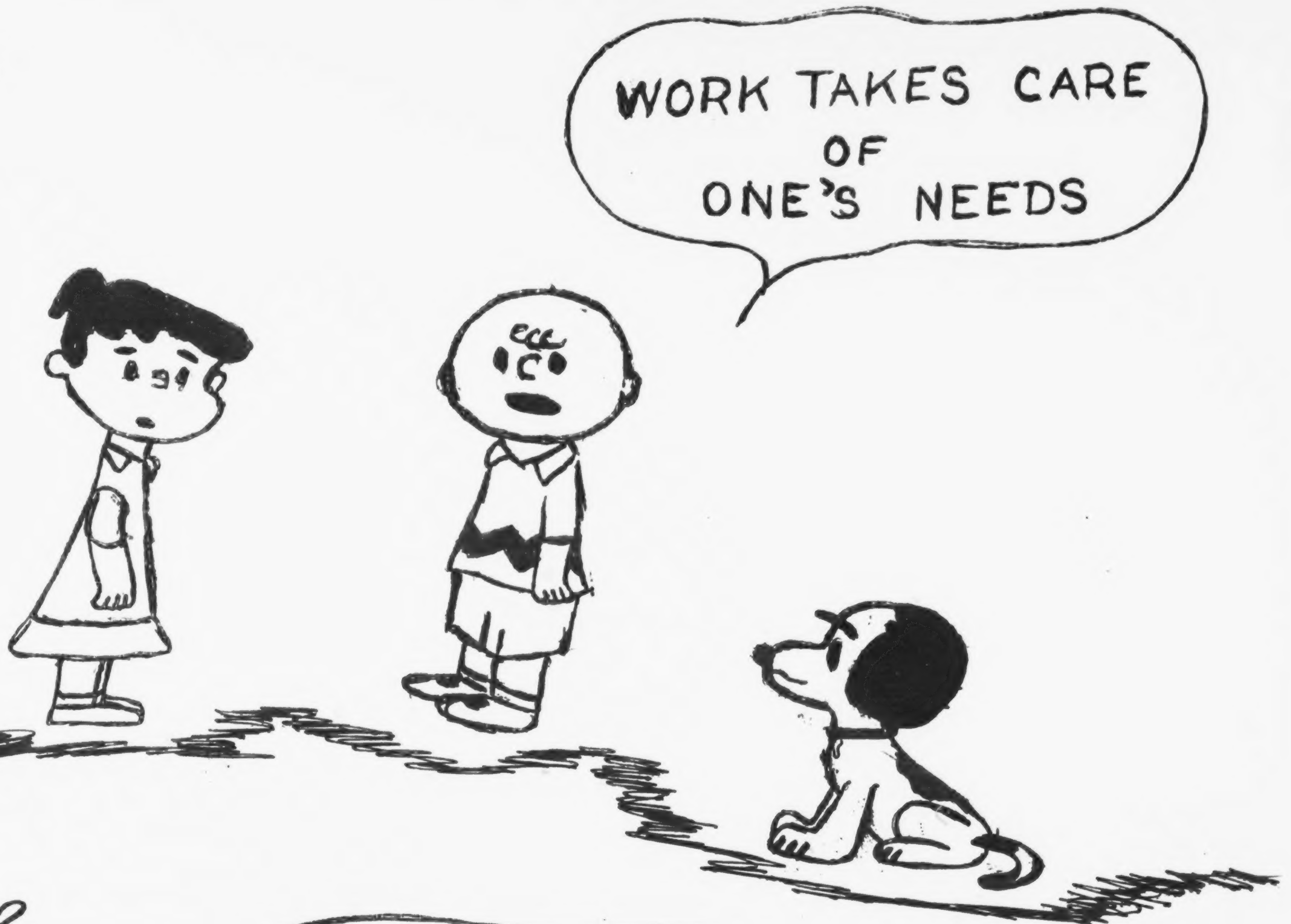
HANDBOOK FOR TRAINEES

THE IMPORTANCE OF WORKING

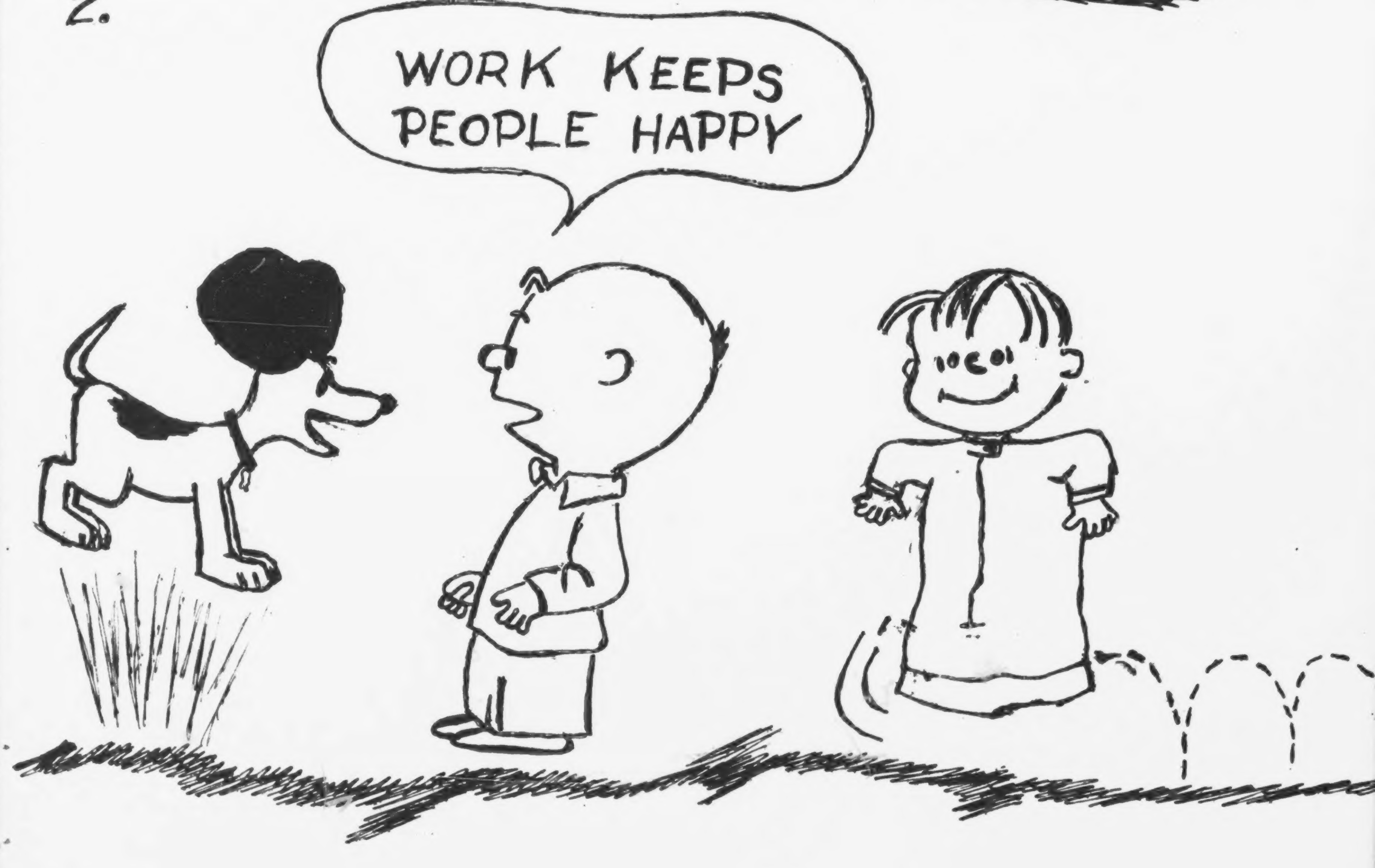
Work is necessary to take care of one's needs. This means that when you go to work you must earn enough to pay for your room, food, clothing, transportation, church, and put aside some savings. You will not be able to have a place to sleep, food to eat, or clothes to wear unless you work. No one is going to give you these things, you must earn them, and you do this by working and holding a job.

Work helps keep people happy. If you don't work you will get to feel useless, unwanted, bored, and most of all unhappy. If you work you will feel worthwhile, and you will be happy because you are useful. When you have a job you will feel and know that you are accomplishing something, and you won't be just wasting your time, and this will help to make you happy.

1.


WORK TAKES CARE OF ONE'S NEEDS

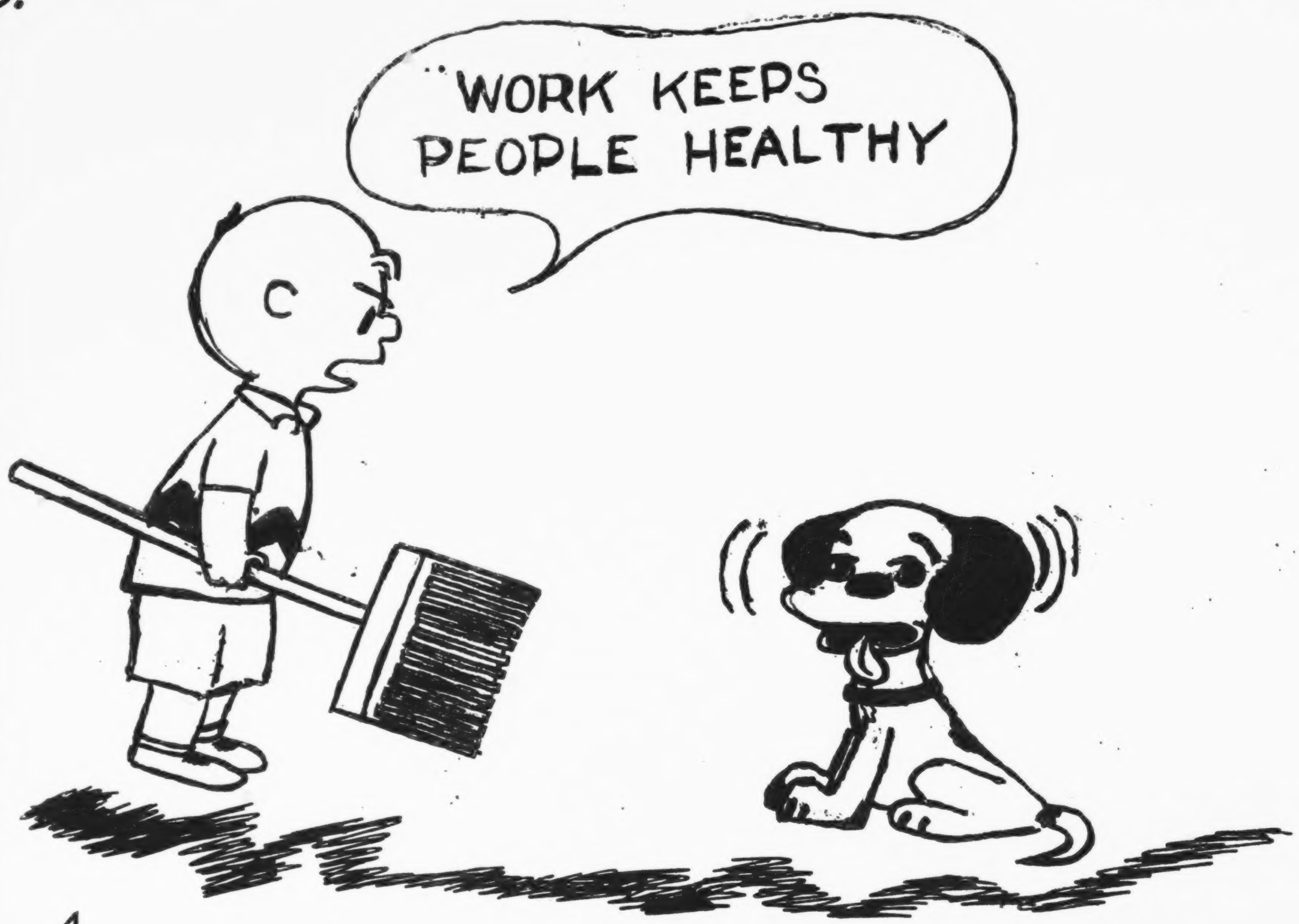
2.


WORK KEEPS PEOPLE HAPPY

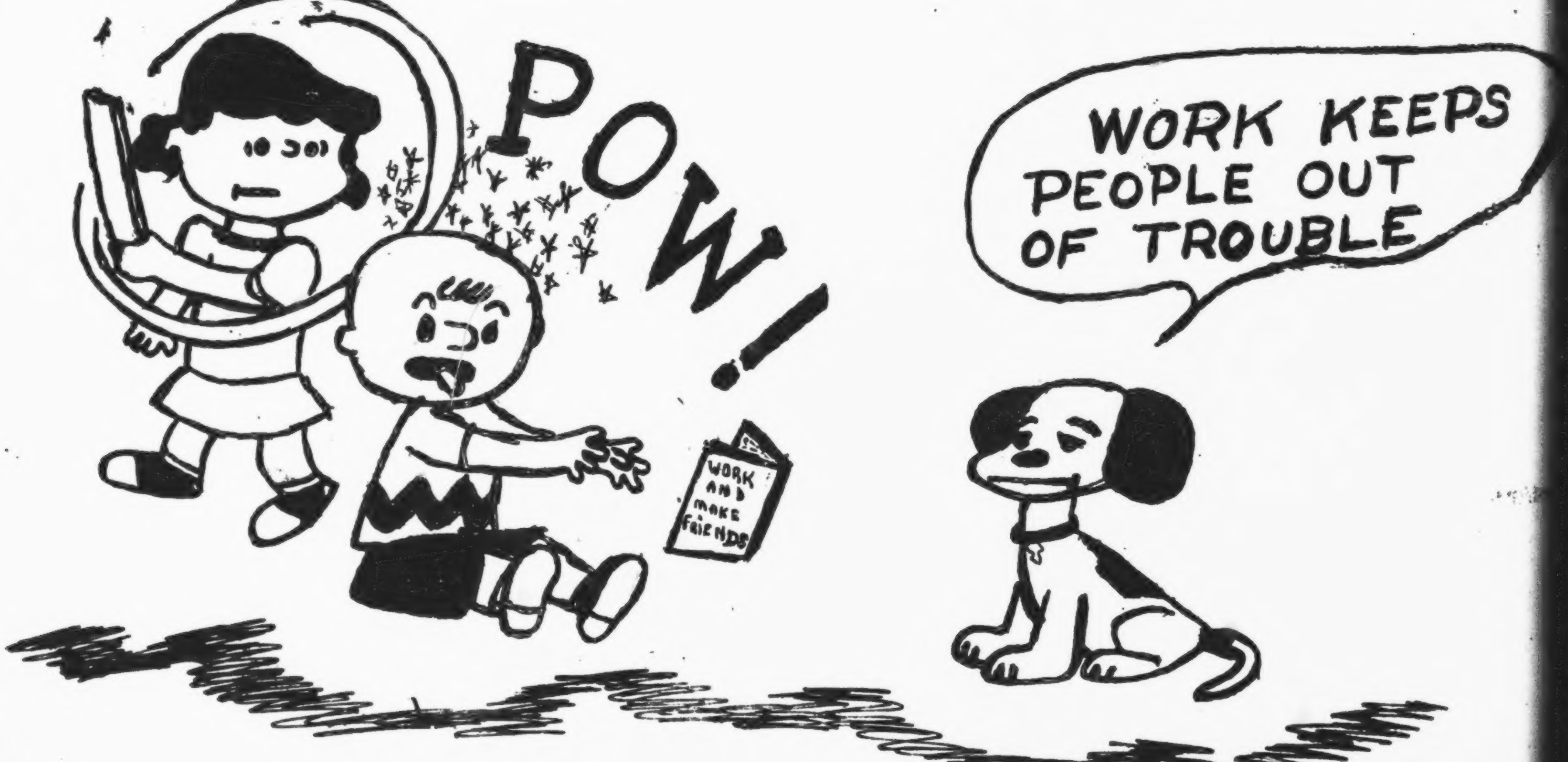
Work helps keep people healthy. When you don't work you will get to be slow, sluggish, and feel tired all the time. You will lose the pep that you will have while you are working. Idleness will cause your body to slow down, and this will make you unable to fight off sickness and disease as well as you can when you are active and working. You can see then how you will have more colds and feel bad more often. You will be tired when you work hard too, but it will be a good, healthy tiredness.

Work keeps people out of trouble. When you are idle and have nothing to do, when you are not working, you will be much more apt to get into trouble. You need to be doing something worthwhile so that you won't get bored and restless, and start looking around for mischief to occupy you. You accomplish worthwhile things when you are working, and thus avoid too much free time, boredom, and the increased chance of getting into trouble.

3.


WORK KEEPS PEOPLE HEALTHY

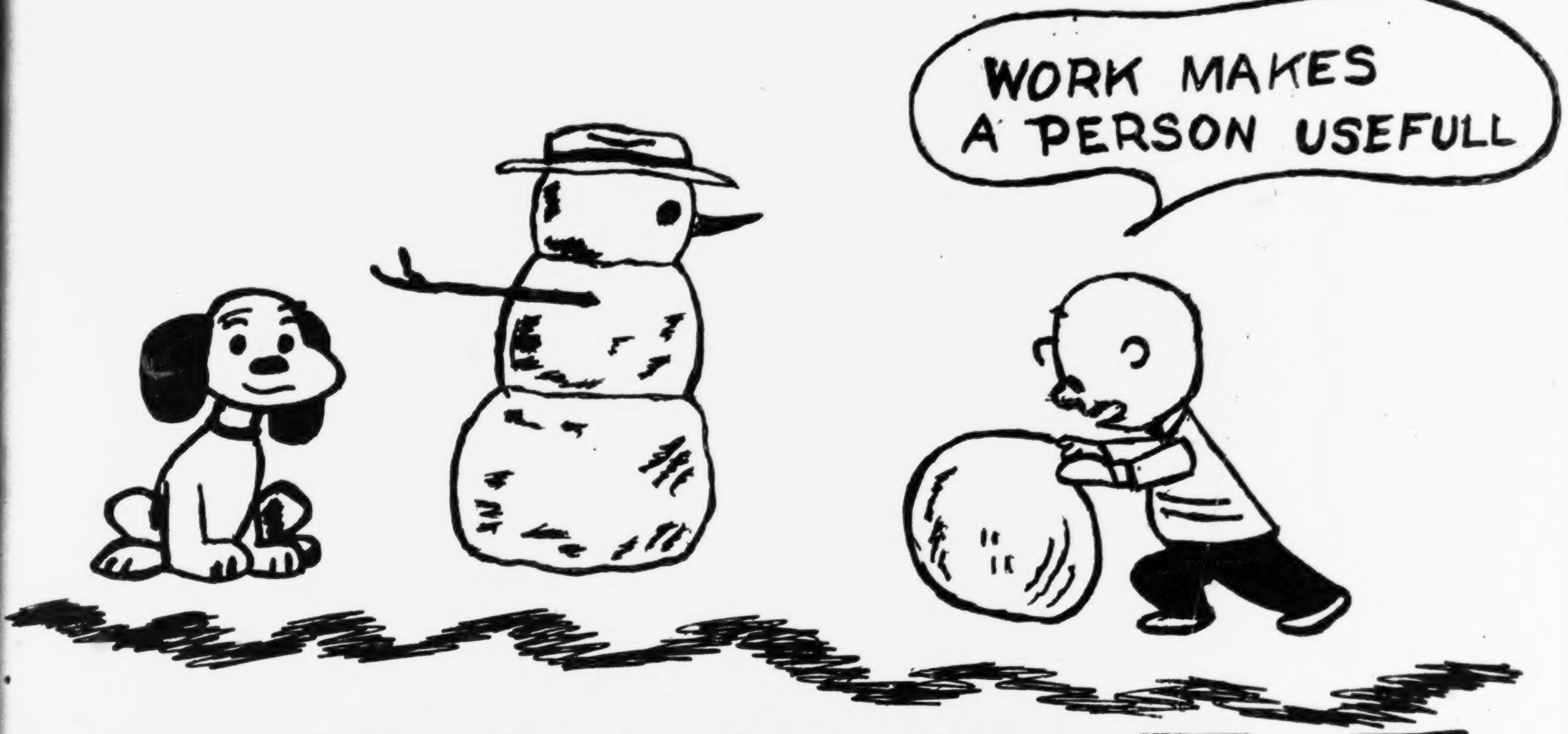
4.


POW!
WORK AND MAKE FRIENDS
WORK KEEPS PEOPLE OUT OF TROUBLE

Work makes a person useful. When you work, whether or not you know it, you are being useful, because the job you are doing is one that has to be done or it would not be there in the first place. Every job you may do, no matter how big or how little it may seem, is important. It is only because people work at all kinds of jobs that we have a good world in which to live. It is only because people work at all kinds of jobs that you have a home, clothes, cars to drive and ride in, television to watch, and all the things that help you enjoy living. When you work you will be doing your share in keeping the world going, and you will be a good, useful citizen. Won't you be proud of that?

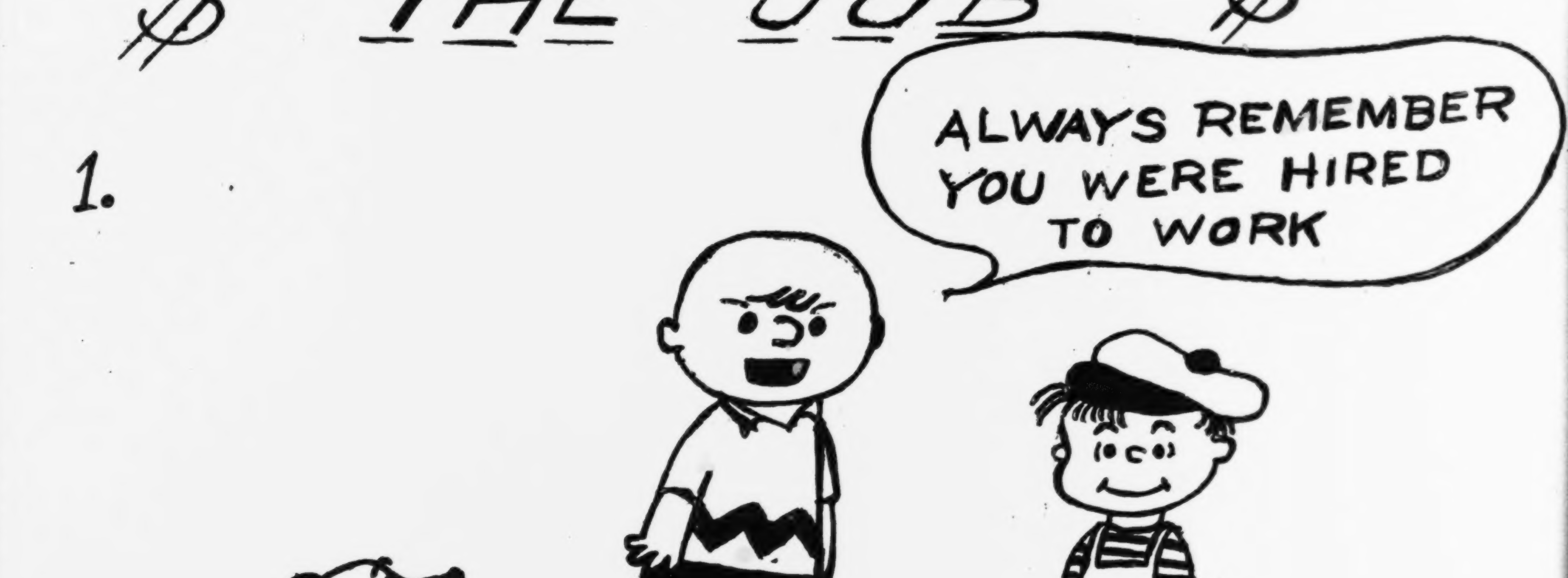
Work has responsibilities as well as privileges. When you work you must always remember that you were hired to do a job, and that is what you are being paid for. You will not be paid to play, visit with other employees, loaf, or do a bad or incomplete job. The boss has you there for one reason only, and that is for you to work and to accomplish the thing that he needs to have done. If you do not work well, and if you do these other wrong things, you will not have a job very long, because the boss will want to replace you with someone who will get the job done for which he is being paid.

5.


WORK MAKES A PERSON USEFULL

$ THE JOB $

1.


ALWAYS REMEMBER YOU WERE HIRED TO WORK

CHAPTER XIX

PREPARATION FOR CITIZENSHIP

Webster has defined a citizen as, "a member of a state; a person, native or naturalized, who owes allegiance to a government, and is entitled to protection from it ". The historical definition is, "an inhabitant of a city or town, one enjoying its freedom and privileges".

These definitions, while grammatically correct, seem to us to be somewhat sterile, and not in conformity with the colloquial usages of the term. We have certainly felt this to be true in the case of the retarded adult, especially the retarded man or woman who has been the recipient of habilitation services in SD #278.

The retarded adult, like every other citizen, owes certain duties to his community, his state, and his nation in return for enjoying the privileges of citizenship and as partial recompense for the extension of services which have been established to help bring him to the point of full participating citizenship. We of the staff of Goodwill Industries SD #278 have held that our duty lies fully as much, if not more, in preparing our mentally retarded clients to exercise the responsibilities of citizenship as in preparing him to hold a job. We have felt that in one sense of the word the retarded man or woman must be even more thoroughly grounded in the mechanics of citizenship, social living, and giving of self than his normal brother or sister. We have seen the need for accomplishing a transition from a passive receiver of services to a dynamic participant in the affairs of the world of work and the social mileu in which the retarded client has existence To accomplish these ends we have sought to use every means at our command, and while not always being as successful as we had hoped to be, we have learned much, and we think, accomplished some positive modification of behavior and outlook in the majority of cases.

Citizenship preparation for our clients has involved total programming in the training station and in the home. Programming in the home has been a cooperative function with the parents, when the retarded person lived with his parents, and for others the living and learning arrangements have been worked out with the managers of the guest homes in which the trainees lived. In the pages following the descriptions of guest home activities may, and have been, modified to fit the home situation of the client who lived with his parents. We feel that we have been particularly fortunate in finding a person who has showed sufficient interest to accept and work with our clients in a large group program, and to exercise the necessary patience and cooperation to work with staff in developing and carrying out the types of individual programs set up for the benefit of the client. We have explained and discussed the historical background of our guest home in our second progress report, and have delineated some of the problems encountered in our earlier learning phase as well as some of the methods worked out for dealing with those problems. This report will go into greater detail in the areas of learnings for citizenship, and we will attempt to evaluate the results of such efforts for good and for not so good.

PURPOSES

The home living and leisure time program has generally been set up so as to create a realistic similitude of an independent living arrangement. In the home the client is viewed and treated, hopefully, as if he were a star boarder. In the guest home the appurtenances of close family living are generally observed and carried out in the group, with attention being given to the areas of individual need in learning to fit easily into the work and living culture patterns of the metropolis. Every resource is explored to help accomplish this purpose, for it is in the routine activities of the daily world that most attention needs to be given. We know that the normal person can sometimes act in bizarre ways, our trainees never. We have observed that there are certain behavior patterns, largely mechanical and routine, which if carried through successfully will result in a sufficiently close imitation of normality as to allow even the most limited of our clients to fit effectively into his environment.

BOARDING ARRANGEMENTS

The guest home is a large, three story dwelling, located in an area of transition in the southeastern section of the city. It was formerly a transient hotel, which was abandoned as such with the changing of the character of the neighborhood. It is managed by a man who is the operator of several boarding houses, but who makes the guest home his center of operations, and lives on the premises so as to supervise its daily activities. The guest home is used by clients who are referred from outside the greater Kansas City area, and in certain selected cases by clients who could live with their parents, but for whom a test of independent living capacity is desired or for whom such an independent living arrangement is indicated because of the family situation. The cost of board and room is borne in most cases by DVR, and it is slightly higher than the cost of such living facilities in other boarding homes in the community. The difference is because of the additional supervisory and counseling services provided; since we have a twenty-four hour observation and direction of our clients under the terms of such an arrangement. At this time the clientele is exclusively a male one, except for three elderly ladies who serve as housekeepers and as assistant cook. Until approximately two years ago the population was a mixed one, with the female clients living in a separate part of the building under the supervision of the manager, who at that time was a woman. The family who managed the co-educational phase of the guest home retired and left the state. The present manager is a bachelor, and although his integrity is of the highest caliber, project staff felt that the possibility of adverse criticism did not justify continuing the co-educational arrangement. Our female clients now are distributed in selected boarding homes in other parts of the community, but programming for them is essentially the same as for the males.

MEALS

The guest home provides two meals daily on weekdays, and three meals daily on week ends. The food is plain, but well prepared, wholesome, and nourishing. When it is necessary meals will be packed for the client, but generally he will eat his noon day meal in the Goodwill Industries cafeteria. The hours for meals at the guest home are rigidly established, and any departures from the schedule for individuals must be approved in writing by the case worker, and such arrangements must be made a reasonable length of time in advance. Because the emphasis is on family living and group participation the ordinary rules of the home are observed. Grace is said at each meal, with each trainee responsible for saying his prayer of thanks for the group on a regular schedule. Conversation is general at the meal table and the men are encouraged to talk about their training or their jobs. Some member of project staff will pay a surprise mealtime visit at least once a month. Profanity and horseplay at the meal table is not tolerated, because the interactions learned here will need to be sufficiently well ingrained as to carry over into other boarding situations after the client has left the guest home and is living independently.

TRANSPORTATION

The guest home is located just one block from a bus line that is routed to within a very short distance from Goodwill Industries. The point of departure is also a transportation center from which the trainee can leave to travel to any part of the city. This is particularly favorable for the OJT clients. All of the evaluees are checked out on ability to learn to use public transportation facilities, but after he has demonstrated his ability, one way or the other, he is not required to use the bus. Two rather interesting modifications have developed in reference to this phase of the program. First, the new clients have proved to learn more easily and quickly and to retain the learning better when taught by an older trainee. The case worker no longer offers any instruction in this area. Secondly, the new evaluees and the trainees have learned that they can walk to Goodwill Industries in a group and save their transportation allotments for other purposes. We have not discouraged this among the trainees. In bad weather, the group learned, several years ago, and passed the learning on to subsequent groups of trainees, that five of them could hire a taxi and ride to work more cheaply than if each walked to the bus line and used that means of transportation. Again, we have felt that this type of initiative is the type of learning for which the training program is striving, and that it illustrates quite graphically the positive ability of the mentally retarded to cope with the demands of his environment, provided he is given the opportunity to do so.

RULES

Although everyone must live by rules, we have sought to avoid the making of too many rules for conduct in the guest home. There have been several reasons for observing this philosophy. One of the chief reasons lies in the goal of accomplishing independent living ability. Eventually the client will be required to manage his own affairs, and there will be no hard and fast rules he must follow, other than those observed by his fellow citizens. We have preferred to give each trainee the opportunity to demonstrate his capacity for self management and to make such rules as are necessary for the individual who violates his privileges. We have also sought to avoid the custodial atmosphere in the leisure time of the trainee. We wish to encourage him to exercise all the discretionary judgements he is capable of making, and in areas where he needs help in coming to socially approved decisions and action the guest home manager or project staff is available for counseling direction. Because a rested mind and body is important for work and training the client is required to be in his room not later than 10:00 PM, and lights are out at 10:30 PM. If there is reason for the trainee to be later than this arrangements must be made in advance. On week ends the curfew is relaxed, but if the client is to be out of town, or is to be away from the guest home for more than a reasonable period of time he is required to check out with the manager of the home, who in turn will check it out with project staff. All in all we have preferred to create the atmosphere of a normal home as much as is possible, with such controls as exist being of the subtle nature of internal controls that are flexible enough to allow for variance, and with reward or disapproval for rule stretching behavior coming from the group or the father surrogate as much as is possible.

INDEPENDENT LIVING

We seek to teach the mechanics of living in the community, and exercising the privileges and responsibilities of citizenship. A primary duty of a citizen is to so handle his economic resources as to avoid any unpleasant action that might be taken by creditors. The first thing each evaluee or trainee must do when he receives his maintenance check, is to pay the guest home manager for his board and room in advance. Next he must set aside enough money to pay for his meals and transportation during the ensuing week.

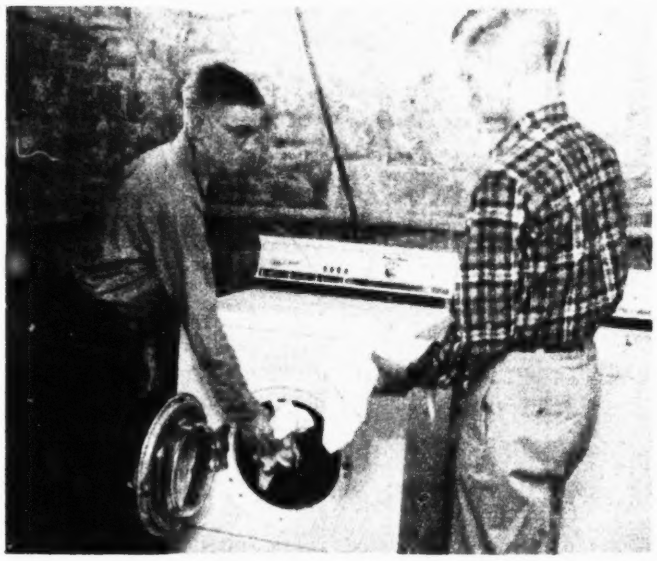
Failure to do so will result in his funds being managed for him until such time as his general responses have indicated that he is once more capable of being entrusted with their management.

Each evaluee or trainee is responsible for keeping his room and his personal effects in good order. The guest home management takes care of bed making, bed clothing, towels, etc., but the room itself is the client's and is quite likely to be checked at any time by Goodwill staff and errors of storage and maintenance pointed up to the client in a highly directive manner.

Each evaluee or trainee is required to launder and to press his own work clothing. A washer and dryer has been purchased and installed in the basement of the guest home, and each new client is instructed in its use. Equipment for pressing clothing and other personal articles is available and its use is taught by the management or by other trainees. Any client who does not care for his clothing adequately is subject to intensive counseling and all else failing, to very directive action to remedy the situation.

The client is allowed a radio or a television set in his room, but he must pay an additional charge for the electricity consumed, and he must not disturb other people and must turn his set off at lights out. He may also purchase snacks or other food items and eat them in his room, but he must clean up his room afterward and dispose of all the leftover debris in an acceptable manner.

The trainees may visit in the rooms of each other, but rowdyism or disturbance of other clients is not approved. Room is available for parties and get togethers in another part of the building. The communal TV in the lobby is for use by all, but the majority rules as to program scheduling in the evenings.



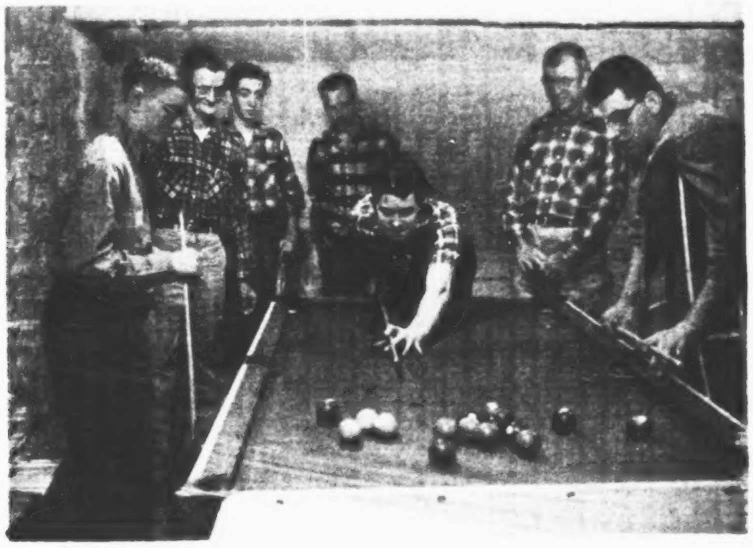
RECREATION

The trainees who live in the guest home, as well as the other members of the training program are encouraged to use community recreational facilities as much as is possible. In the spring, summer, and early fall there is much visiting of the zoo, some use has been made of YMCA and YWCA facilities, the public swimming pools have drawn some custom from our trainees, and one group visited a local art gallery and came back with many enthusiastic comments about some of the sculptury, paintings, and suits of armor they had seen.

Across the street from the guest home is located one of the city parks, and when the weather is favorable the men will lie about on the grass, start a touch football game, or play catch or work-up. A year or so ago the Goodwill case worker found some interest in forming a basketball team. He scrounged some equipment, and found a place for the clients to practice, and took his own time in the evening and on Saturday to offer some coaching to the group. After the initial flush of enthusiasm had waned, however, it became increasingly difficult to round up enough people for a scrimmage, and the basketball project died a somewhat premature death. It was interesting to observe that none of the retardates in the group seemed capable of contributing to a team effort. Each demonstrated extreme individuality, and each wanted to be the star. It was almost impossible to use even the most simple set plays, for once a trainee got the ball in his possession he had to shoot willy-nilly. All of the "team" members viewed this whole procedure with equanimity, and were quite surprised at the vehemence of the coach in protesting this state of affairs.

At one point in the course of the guest home program the training staff was approached with a request that the clients living in the guest home be allowed to have a dance, preferably a square dance. The project staff thought this was a fine idea and assent was readily granted. (We have speculated that the readiness of approval came as somewhat of a surprise to the trainees concerned.) When this request was made the guest home was still co-educational, there were seventeen male and six female guests. When the question of inviting dance partners from outside so as to create a little better balance arose; the men involved grew somewhat panicky, even though there was a bountiful supply of willing feminine trainees and employees at Goodwill. The would-be program committee met several times over a period of two or three weeks, but never reached the point where they were ready to take any positive action. Project staff did not wish to assume the direction of the program, feeling that since the initiative had been taken by the clients no worthwhile purpose would be served by taking over from them. The dance, like the basketball team, finally died for lack of push and direction.

Shortly after the management of the guest home changed hands the men clients who were resident approached the new manager with a proposition. A game room had been installed in the basement of the guest home by this man. The games to be found there included ping pong, miniature golf, shuffleboard, dominoes, checkers, and others. He had also installed a soft drink cooler, and had purchased a small refrigerator in which candy and other refreshments might be kept. The men asked if he would purchase and add to the other games a pool table. Project staff had no objections, but because of the expense involved the manager himself had some reservations. He finally, after consultation with project staff, placed a proposal before the group. If the men would agree to wash dishes, morning and evening, and help with other household chores he, the manager, would purchase a pool table for the enjoyment of the clients. The group assented and the pool table was purchased. It has always been the most popular game in the guest home, and with the passage of time new clients have continued to use it and to help around the house. We have felt this to be a quite graphic demonstration of how the retarded person can assume responsibility.



In addition to use of the game room facilities at the guest home, the use of public and private recreational facilities afforded by the community, and participation in church and home activities; the trainees of SD #278 have always been considered eligible for participation in recreational programs sponsored by Goodwill Industries for the benefit of its employees. In cooperation with the Kansas City Recreational Commission Goodwill Industries has made swimming, square dancing, bowling, and other recreational programs available to trainee and employee alike.

Possibly one of the most successful of the cooperative recreational programs was the bowling group. The city recreation commission made opportunity available for use of certain bowling lanes in the city at a minimal, or no, cost to Goodwill clients and other handicapped persons. A number of Goodwill clients signed up for the program including several of the retarded men and women who were DVR clients. In two cases participation in the program was recommended by project staff as a part of the trainee's personal adjustment program and DVR paid the fees involved in these two cases. The group bowled all through the winter, no matter how severe the weather. They left the agency at the close of the workday and proceeded to the bowling alley in transportation that had been arranged in private cars by Goodwill staff. None of these trainees had ever bowled, yet each approached the game enthusiastically and each had the time of his life. The somewhat caustic comments they made to each other regarding the person's degree of skill were extremely interesting to observe, for if a normal person, a parent, or a supervisor had said these things to them it would have affected them adversely for days. At the end of the sponsored bowling program each of the trainees had won a trophy of some sort, and these trophies were presented in a Goodwill Chapel program. The pride of accomplishment was almost a physical thing to be observed as the group lined up for photographs, most of the trainees who took a part in this program have continued bowling; doing so as individuals or in small mixed groups. In the succeeding years participation in the bowling programs has tended to vary somewhat, but not a year has gone by that some trainee has not felt the thrill of winning recognition for his own efforts.

The SD #278 clients have taken part in many other of the recreational activities offered. They have participated in Goodwill sponsored parties, Christmas programs, Chapel programs, picnics, fishing parties, etc. One has not really lived until he has instructed a group of mentally retarded people in the techniques of removing a slimy, wiggly worm from a can, and threading it on a fish hook in the approved manner; neither has he known the thrill of unadulterated laughter and fun until he has watched a mentally retarded woman attempt to land a two and a half pound channel cat using inadequate tackle. The enjoyment may be further enhanced by observing the trial and error methods employed to remove the hook from the mouth of the fish and then to thread the captured game on a stringer.

Our observations of the mentally retarded men and women who have been dealt with directly in the use of leisure time for recreational purposes would lead us to believe that the mentally

retarded person prefers to be a spectator rather than a participant. He is not especially interested in activities that require planning, direction, and organization on his part. He will follow, if someone points the way, and if too great a drain on his personal resources is not apparent. The forms of recreation most preferred by trainees in the guest home has been; watching television, this is by far the favorite pastime, going to movies, window shopping, shooting pool, and just walking. We cannot tell with any degree of accuracy to what extent we have led, or been led, in our attempts to modify the recreational interests of our project clients. We would suspect that our exposing the trainees to other forms of recreation has probably been helpful, but that in the absence of a television set little initiative would be used in seeking other means of using leisure time wisely.

SELF RULE

During one stage of SD #278 an experiment was conducted at the guest home, which if it could have been continued over a long period of time and in an environment with less population mobility, contained some interesting possibilities. The experiment was postulated on the idea that the mentally retarded trainees resident at the guest home possessed the latent capacity to self government. At that time there were several trainees who had demonstrated some capacities for leadership. These people agreed to help in the proposed experiment and were appointed as group leaders, with the case worker instructing them as to their areas of authority. This appointive group served as the cohesive units around which a trainee council was formed. The council served as a type of legislative-judicial-investigative body in managing the affairs of the home. The case worker served as the advisor to the group, he attended all meetings, but took a direct hand in the council deliberations only when asked or when it was absolutely necessary. The council heard complaints from trainees and studied other problems which were considered of sufficient importance to bring before the group. Complaints of trainees could be brought to the attention of the Project Director for investigation or action, but the majority of such complaints or other reports were quite properly assessed by the council as being quite trivial in nature. In which case the complainant would be advised by the council as to the steps he needed to take to improve his own attitude. Goodwill staff was very favorably impressed with the degree of judgement demonstrated and the wisdom of the decisions rendered in most of the cases coming before the council. As an illustration; a well liked trainee had deliberately violated a number of house rules, and had continued to do so in spite of staff counseling and punitive measures, his whole attitude continued to be surly and defiant. To compound the problem this same trainee had walked off a job which he had held for some time. The case worker discussed the matter with the council, and led it to believe that the project staff was considering the adoption of a set of rather stringent rules to apply to the entire guest home population. After some council verbalization as to the equity of such action by staff the council asked to be allowed to handle the matter itself, and with a convincing reluctance the case worker agreed to the request. The trainee, who had expected support from his fellows, was brought before the council that same evening after dinner. The council, in a properly stern manner, reviewed the culprit's crimes. (The case worker learned of several violations about which he had not known) The group discussed the defendant's shortcomings and poor attitude at some length and much more bluntly than project staff members might, and after giving the accused a chance to be heard the council passed judgement. The council sentenced the wrongdoer to a month of room confinement in the evenings with no outside privileges on week ends; although he could use the game room or come to the lobby to watch television on those free days, he could also leave the guest home to attend church services. In addition he was given the disliked duty of cleaning the bathroom on his floor each morning and evening, and he was appointed official waker up of the trainees in the mornings. This latter meant that he would need to arise at least a half-hour before anyone else. The trainee accepted his punishment with good grace, and all of its terms were carried out. This council served quite effectively for several months, but as the original leaders completed training and moved away from the guest home the council became little more than a "kangaroo court", which was finally accomplishing more harm than good. The council was finally disbanded, but we feel that the experiment demonstrated that the retarded do possess the capacity for making effective group judgements and the resources to fulfill the duties and obligations of citizenship.

SPIRITUAL

Although Goodwill Industries has a long and well documented history of religious emphasis; the desire to proselytize has not been the motivating factor in making provision in the training and adjustment plan for the spiritual growth of the client. We have felt that to give attention to the educational, economic, physical, and other material needs of the client without concern for his spiritual needs would be a direct contravention of attempted plans to cultivate and enrich the total living function of the whole man. We have no concern for and hold no brief for any particular religious group to the exclusion of others, we are members of the total religious community; but we also believe that nourishment of the spiritual body is fully as essential as nourishment of the corporeal body, and to supply that nourishment the existence of an organized body of religious teachings is necessary. For that reason, each evaluee entering the program is required to attend the Chapel program each morning, as a part of his evaluation and as a part of his own life plan, after training begins this plan is continued. The evaluee or trainee is paid for the time thus spent, because it is a part of his evaluation or training plan. Leadership in the religious observances at the beginning of the Goodwill workday is made up of representatives of every religious group in the community.

One of the important members of the Goodwill Industries rehabilitation services staff is the Chaplain. As a part of his assigned duties he sees each of the new DVR evaluees very soon after he has been enrolled in the evaluation program. The evaluee's religious affiliations are explored, and any spiritual problems or questions he may have are outlined for referral to a pastor of his own faith or counseling by the Goodwill Chaplain. A contact is made for him with the pastor of a church of his faith that is close to the guest home, or if he has no particular religious affiliation he is advised to attend church services with one of the other trainees at the guest home. If the evaluee lives with his parents they

are the instrument for implementing the plan for the evaluee's spiritual growth and development. When the pastor to whom referral is being made is reached, arrangements are made for the evaluee to meet him, either at Goodwill or at that pastor's church. At that time a plan is devised to facilitate the evaluee's attendance and participation in the program of the church. The guest home resident is urged strongly to attend and participate, and every effort is made to see that he does so; however, it is usually necessary to find another evaluee or trainee to accompany the new client on his initial visit to the church. Our clients are generally reluctant to enter into an unfamiliar church situation, even when the way has been prepared in advance. We have often felt that a part of this reluctance to enter into the church program can be attributed to a lack of active interest in the client on the part of the minister to whom referral had been made. While such an attitude is often easily explained by preoccupation with larger affairs, it is not readily excusable on our part. We hold firmly to the opinion that the leadership and laity of the organized religious community has a mandate to evince concern and action in behalf of the retarded, and there is ample precedent for this opinion.. We would be remiss if we did not point out that some interest in such programming is developing now, but there is so much that must be done, because the need is so great.

In evaluating our chapel attendance requirements for evaluees and trainees we would needs say that we feel it to be a most positive part of our total program of services. We have seen the most withdrawn, the most sullen and resistive, the most negativistic, of our clients open up to the participation and the group interactions like a winter flower washing its face in the effervescence of the sun. The preliminary relationships, the act of taking part in the singing, the focusing of attention on the speaker, the absorption of the message being presented; basically, the sense of belonging to a group with a common purpose, a common focus, and a communality of interest has often accomplished more in a brief period of time than the most well planned and rigorously executed counseling project. We shall continue to insist on the evaluee and trainee participation in the spiritual program as a part of the plan for attainment of active citizenship. We would not willingly have it any other way.

SOME OBSERVATIONS

During the time the Preparation for Citizenship Program has been developing, We have had occasion to test instructional methods and to view the learning habits and response patterns of our retarded clients quite closely. We have noted certain factors that have been successful in contributing to client growth and have been of value in refining program and program techniques. Some of these factors flowing from the crucible of experience may prove to apply to the training circumstances of other agencies dealing with the training of retarded men and women.

When induction of internal controls on behavior or reinforcement of the intangibles of citizenship has been desired we have found that a preliminary period of directive counseling followed by planned observation and imitation of the behavior of a person whose own typical behavior exemplifies the reaction patterns sought has proved most efficacious. We have observed that learnings acquired on the unconscious level through the "unofficial" leadership of other retarded or handicapped clients tend to be more readily absorbed and better retained than those communicated as a part of a formal learning structure. The place of the "unofficial" leader in the training plan is important, especially when considering the "how" and "what" of inducing the intangible qualities of citizenship. It is well to know who these leaders are and to maintain a close and positive relationship with them; for it is as easy for them to acquire and communicate unsavory and anti-social attitudes or behavior as it is the positive.

The trappings of success are important to the retarded, and the use of formal awards, honor gatherings, colorful rituals, and formal organizational paraphernalia is important in a program whose goal is behavioral modification of the retarded. The retarded man or woman will retain his memory of the ritual, the award, and the incidental learnings allied thereto longer and to a greater degree than he will absorb and retain the less colorful learnings of the formal instructional method. The overly drawn dramatizations of family and community life presented by television has quite possibly resulted in more unacceptable behavior from our clients than any other known motivating factor. Certainly every new fad in our culture patterns will have its repercussions on the facade erected by our clients for the world to see. The period of the "beatnik" beard for instance was an especially trying time for SD #278 staff in its personal hygiene and personal adjustment programming.

We have often been asked if we have observed any tendencies on the part of the commercial public to exploit the retarded; especially in so far as taking advantage of the lack of financial acumen is concerned. This has never constituted a problem. We have found that the members of the general population with whom our clients deal are generally honest, reliable, and more inclined to over solicitousness than to venality. We cannot recall an instance of a client being shortchanged or sold a "tin whistle". When our trainees ask for help they generally receive more than has been requested, and the attitudes of the commercial public have been beyond reproach. In such instances as have resulted from inappropriate behavior by our clients a simple explanation to the person affected has always resulted in understanding and an attitude of helpfulness.

At one time project staff was approached by the local political precinct committeeman with a request that the residents of the guest home be allowed to register and establish their voting privileges. It was clearly understood that there would be no partisan coercion, and therefore the staff could see no valid reason why such a course should not be followed as a part of the general adjustment program. Adequate safeguards were provided by the case worker's presence at the time of registration, and a good deal of attention was paid to explaining and instructing in the art of exercise of franchise rights. A number of the clients who were registered have since voted in the several elections, and we feel that each who did so has become a little more complete. We have no observations on the degree of wisdom exercised by the trainee in casting his ballot. The important thing is that the people concerned were exercising the most precious privilege of citizenship, and the decisions made by each could be no more subject to question than those made by their normal fellows.

All in all, we have come to believe that with meaningful instruction, cooperatively set goals, which are capable of attainment, attention to the fine details of living and working, and the provision of clear cut standards to follow, the majority of the retarded can be brought to a more than adequate level of citizenship.

A STATEMENT OF PRINCIPLE

In the course of preparing this report and making description of the tangenital ramifications of SD #278 there may have occurred, in the eyes of the reader, an implication of separation of the work and the work-citizenship preparation function of this project. If such has been the case, the error is wholly inadvertent. There is not, nor can there ever be, an existing division of goal and function. The phases of the overall program may be said to overlap in one sense of the word, but in actuality a dovetailing of effort is sought so as to create coterminous program phasing. Emphasis on content and goal seeking may vary from time to time, but the unifying motif is the recognition of the basic worth and the needs to be met in making the intrinsic worth of the retarded person apparent to the larger community. Living in the world of the exploding 60's is a complex matter of adjustment for any person, and especially for the retardate. Standards, beliefs, behavior, whole culture patterns are viable; and possibly the only verities to which any person can hold are the morality patterns which have served our culture for so long. Unfortunately, it is fashionable today to hold "middle class morality" in some contempt; nevertheless, truthfulness, honesty, dependability, a fair return for value received are virtues that still possess intrinsic worth in the world of work. These are the virtues we seek to instill in the retarded people with whom we deal. The sophisticate can determine between that which is legal and that which is moral, and chart his course according to the dictates of his conscience. The retardate cannot do this. It is for us in our program planning to set guidelines for helping the retarded client know that course of action that is best for him, without his being forced to pass through the twilight zone of "perhaps". We are aware that we can never be sure how well the precepts taught and the examples offered have been absorbed, nor how much influence such teachings will have on subsequent behavior; still we feel that we are compelled to continue in our chosen course of training for citizenship; to do any less would mean depriving our retarded client of the most essential tool for accomplishing his fulfillment.

SECTION V

PROJECT RESULTS

CHAPTER XX

THE PROOF OF THE PUDDING

The goal of and the reason for any program of training of the retarded is the eventual placement of the retarded man or woman in gainful employment. In spite of the most carefully planned and well nurtured programs nothing will have been accomplished in the eyes of the habilitation community if there is no job at the end of the training trail.

The staff of Goodwill Industries SD #278 has always known and taken this factor into account in its overall planning. It is true that we place much emphasis on preparation for citizenship, but such preparation is always coupled with the attainment of a suitable job as a part of the total program of the trainees concerned. The job is the pivotal point for the exercise of the citizenship function.

Since the second year that SD #278 was operable, a placement supervisor has been an essential part of the training staff. We have felt that such a staff function was of utmost importance in carrying out the placement purpose of the project. A number of factors underlie our reasoning in this respect.

Firstly, Goodwill Industries in itself is quite a large operation with a daily client-employee load of two-hundred-fifty or more, even so, if the agency were to attempt to absorb the clients who complete training into the employee force it would be only a matter of time until a saturation point would be reached and evaluation and training stations for subsequent clients would be effectively closed off. It has rather been our position that such trainee employment as the agency affords should be reserved for the long-term and/or marginal client who requires a longer period of sheltered employment as a prerequisite to referral for competitive employment. In some instances the sheltered employment may even be regarded as terminal; although we prefer not to regard any client, employee or DVR referral, as representing terminal sheltered employees.

Still another reason for stressing the placement function has been the need to carry out the purposes of the project as established by the terms of the VRA grant. That is, to increase substantially the number of mentally retarded adults being prepared for gainful employment, and to educate and demonstrate to the community the habilitation potential of the mentally retarded. To accomplish these purposes effective training and selective placements are essential.

Possibly the chief reason for making intensive placement efforts lies in the right of the retardate to all of the privileges of citizenship. This includes not only his basic right to such services as are necessary to fit him for employment and citizenship, but also the right to consideration for and placement in the work that will afford him maximum satis-

[illegible]ion, maximum use of his abilities, and that will earn him the [illegible] consideration of the community.

[illegible]ll nigh impossible to effectively manage the [illegible] of the training and/or adjustment plan and carry out the placement function also the services of a specialist in the type of selective placement necessary to finding, developing, placing, and making necessary follow-ups must be secured and he must be accorded the maximum degree of freedom in utilizing all available resources for carrying out the requirements of his position.

Many methods have been attempted for making placements. some have been more successful than have others. We will discuss some of the methods used in making placements, and attempt to make some comparison as to the effectiveness of the methods used.

The traditional Goodwill program of public information will often bring calls from interested listeners who have jobs that they are willing to fill from the ranks of the handicapped. We seldom have made a placement from the evaluation and training program as a result of such a call. The person calling quite frequently requires much more in the way of judgement, skill, and self direction than our trainees are capable of managing. Then too, these calls sometimes come from high pressure specialty sales agencies whose primary purpose in hiring the handicapped is the swelling of their sales quota by the active exploitation of the handicapped people they hire.

For a period of about six months the placement supervisor prepared and mailed out approximately a hundred form letters each week to prospective employers, whose names and addresses had been secured by various means. The form letter listed the names, ages, and work capabilities of ten to fifteen of our trainees. To our knowledge we never made a placement from one of these letters.

The help wanted section of the classified ads has been a fruitful source of job leads for the retarded. Each day the placement supervisor scans the help wanted listings for job openings that seem to offer opportunities for placement of trainees who have achieved employability status. Such of these ads as list a street address are visited by the placement supervisor together with the trainee or trainees who are competent within the area of work being offered, and who are ready from the standpoint of training and adjustment for job placement. The placement supervisor will generally make the initial interpretive contact with the prospective employer then introduce the trainee for the job interview itself. If the work situation proves favorable the details of the job will be ironed out and a starting time agreed upon. The placement supervisor sees to it that the incidental details attendant to the trainee's work appearance are completed and will follow-up to see that the client has actually appeared to begin work at the agreed upon time. He will also take such steps as are necessary to check on the client's job progress and to assist in clearing up any problems that might arise.

When the help wanted ads list only a telephone number to call, the placement supervisor will call that number and make an appointment with the employer for an interview. He will usually go to that interview alone, and use the time so allotted to explain the purpose and function of the training program and to outline the work potential of the retarded within that employer's work situation. If possible an interview is arranged for a trainee who seems to possess the necessary qualifications for meeting the employer's job needs; but more often this interview is of greatest value in educating the employer as to the work potential of the retarded and to serve as a possible source for later placements.

The offices of the Kansas and Missouri Employment Services have proved an invaluable source of job leads and placements. Each trainee who achieves employable status is registered with the two state agencies, and when either receives a job order that might possibly be filled by a trainee the placement supervisor is notified so that he may take immediate action on the order. Conversely, if the trainee is placed through use of other sources of job referral the employment agency is notified, and may itself take appropriate action. This cooperative arrangement functions very well, and is a positive representation of how the public and private agency can function together in helping to accomplish the job needs of the retarded.

The public relations department of Goodwill Industries schedules many public addresses and educational features that discuss the program of the agency as a whole. The Evaluation and Training Project may often represent a substantial part of the overall presentation, and such educational features will often result in later calls to discuss employment possibilities for one or more of our retarded clients. It is not at all unusual for a casual conversation at a dinner meeting or other public occasion to result in a later inquiry that will accomplish a job placement for a trainee. We would need to say at this point that job placements are like gold, they are where you find them, so that placement of the retarded client becomes a matter of twenty-four hour concern to every member of the Goodwill staff. It is true that placement is the responsibility of the placement supervisor, but he is assisted by every other member of the agency staff in his work.

Since the proof of the pudding is in the eating, let us examine some of the ingredients of the training and placement pudding.

We have said in another section of this report that 179 evaluees were recommended for training at Goodwill Industries, 106 in skills training and 73 in personal adjustment programs. 26 of the evaluees were recommended for skills training by other agencies or trade schools. The following tables will illustrate the dispositions of the evaluees and trainees concerned.

Clients entering training	157
Dropouts and terminations	42
Clients completing training	115
1. Clients transferred for skills training after Goodwill P.A.T. program	3

OTHER AGENCY TRAINEE DISPOSITIONS

Clients entering training	24
Dropouts and terminations	5
Clients completing training	19

DISPOSITIONS OF EVALUEES AND TRAINEES AS/PER PLACEMENT

Goodwill evaluees placed after or during evaluation. (Includes 7 classified in earlier table as dropouts)		40
1. Competitive placement	32	
2. Goodwill Industries	8	
Goodwill trainee placements		111
1. Competitive placement	84	
2. Goodwill Industries	27	
Other agency placements		19
1. Competitive	18	
2. Sheltered Workshop	1	
TOTAL PROJECT #278 PLACEMENTS		170
1. Competitive placements	134	
2. Sheltered Workshop placements	36	

ADDENDUM

Job placement average for clients beginning evaluation only	45.8%
Job placement average for clients beginning training only	71.3%
Job placement average for clients completing training at Goodwill Industries	96.5%
Job placement average for all clients completing training	97%

We offer these figures as proof that the retarded need not be considered the unemployables of the community. A recent brief study has revealed that these clients, working as a part of the labor force of the community, earn, as a group, almost 200% more each year than has been the total cost of SD #278 to VRA and to the community. This is wealth that is created in the community, is disbursed in the community, and contributes to the overall economic posture of the community. This is not wealth that is created artificially in the form of a dole for disability, this is an end result of citizenship training. It is the proper reward for services performed, service that needs to be performed, and is being performed by the formerly "hopeless" case. Certainly the nation, community, state, and agency that has made such a record possible can feel a quiet sense of pride in the contribution made by these young citizens.

CHAPTER XXI

ONE EVENING IN MAY

It was a fairly quiet evening, there had been some shower activity earlier in the day, but as late afternoon approached the clouds broke away and the wind and sun had an opportunity to scrub up things for the coming night's activities. At Goodwill Industries the subdued rustle of preparation was counterpointed by an occasional grumble of thunder from low in the western skies.

All day there had been a little undercurrent of excitement and anticipation in the agency. Planning had been going on for some time for the evening's program, but as is always the case there were numerous minor details that had to be ironed out while carrying on with the routine of daily affairs.

In the Training Director's office the programs for the evening were being folded, and last minute instructions were being given to staff; in the front office the Certificates of Completion were being signed by the Executive Director; in the kitchen the refreshments were being made ready for distribution after the ceremony; in the assembly area chairs were being set up and the public address system checked; and in various institutions and business houses in the city twenty-four young men and women were neglecting their work in anxious anticipation of that which was to take place at 7:30 PM.

This was the night of graduation. Twenty-four persons who had been trained at Goodwill Industries, or by other training agencies after being evaluated at Goodwill, were to receive their diplomas as tangible evidence of their growth and maturity. Each had held a job successfully for six months, and each had been recommended to the State Division for Industrial Education as a worthy recipient of an award of training completion. Truly this was a thing worth waiting and working for.

At 6:30 Goodwill staff began returning to the plant. It wouldn't be long till the members of the graduating class began to arrive. A final rehearsal had been called for 7:00 PM and it was important that everyone be present. The pianist needed to practice her accompaniment with the singer, and the speaker of the evening needed to be briefed. It would be a busy evening for everyone.

It wasn't long until the first of the graduates arrived. He came with his mother, who had ridden a train from the small town almost five hundred miles from Kansas City, which was their home. She had boarded the train at 3:00 AM that morning so that she could be present for her son's moment of triumph. He was proudly showing her where he had been trained in shoe repair and introducing her to the people with whom he had worked during his training. The pride shining in his mother's eyes was almost a physical thing to observe.

T The other graduates, their parents, relatives, and friends began streaming in, and as each of the graduates arrived he was hustled off to the assembly point for last minute instructions. The ushers, two trainees who would be honor guests at a similar ceremony some day, were very anxious that everything go off well and so conducted themselves in a most formal manner. Programs were handed out to the guests with the utmost of grace and courtesy, and the observers were conducted to their seats with the greatest of aplomb.

In the graduate's assembly area the men were sitting and swapping small talk, the women were comparing clothes and undergoing frequent attacks of giggles that left them weak and breathless. The speaker had arrived, the ushers were called away from the door to escort the class, the guests were all seated, and with the sudden sound of a preliminary chord from the piano the subdued hum of conversation ended, and a taut air of expectancy settled over the hall.

The speaker and the members of the training staff walked to the speaker's platform and stood waiting. A nod was given to the pianist, the strains of "Pomp and Circumstance" lifted over the room, and the graduating class came forward to honor. The class marched in from the rear of the room, the members were not garbed in the trappings of academic honor, and because of orthopedic problems of several they were not in step, but they did walk proudly and when they came to take their places the entire audience came to its feet in honor of this class.

The Chaplain stepped forward and delivered the invocation and the class and audience were seated. A former trainee stepped to the front of the platform and the haunting melody of "You'll Never Walk Alone" stole softly through the room. It was a good song for this occasion, because one could see the conviction in the eyes of the graduates that none of them would ever need to walk alone again.

When the last notes of the chorus had trickled away into the silence of things to be remembered the singer took his seat, and the speaker was introduced. He was an important man in the state, high in educational circles, and very busy; but he came to speak at the ceremony because he believes in the power and strength of vocational education. His listeners hung on his words as he wove a tapestry of trainee accomplishment; then he was finished and the program moved on.

One by one the names were called, and the graduates came forward to receive the diploma and the congratulatory handshake. Each of the graduates was solemn, as if each were just becoming fully aware of the meaning of the ceremony.

The last name was called, the last diploma conferred, and the class and audience stood for the benediction. As the last words faded from hearing the piano softly picked up the chords of "Finlandia" and the class moved to the opposite side of the room to receive congratulations from the members of the audience. By this time the class members

had somewhat recovered from the solemnity of the affair, and occasional relieved grins were appearing. Then the group was posed for a picture, and the class led the way to the serious business of the evening; disposing of the refreshments.

In different parts of the room many conversations were going on, the graduates were proudly displaying the diploma each had received, and each was looking for one or more of his friends from training days. Parents were commenting on the ceremony, and about their son or daughter and the progress he, or she, had made. Then it was time to go. The evening was late, and the graduates had work to do the next day.

As the lights blinked out in the building, and the crowd moved out of doors; the promise of the stars danced down over the street and parking area. Laughter could be heard over the rumble of departing automobiles and just as the last of the audience was leaving a voice could be heard in the sudden hush.

"Man, wasn't that something?"

and with a flash of white teeth and a wave of the cherished diploma the answer came proud and clear,

"yeah!"

The graduation was over.

Department of Education

VOCATIONAL DIVISION

STATE OF MISSOURI

Industrial Education

Certificate

This Certifies that ______________________ *has satisfactorily completed* 70 *hours of vocational training under an instructor who meets the requirements of the Missouri State Plan for Vocational Education in* Light Industrial Operations *at* Goodwill Industries-Greater Kansas City *and is therefore entitled to this certificate.*

Given at Jefferson City *, Missouri, this* 5th *day of* December *19*61.

Walter Izzell
Instructor

H. Pat Wardlaw
Assistant Commissioner—Division of Vocational Education

____
Superintendent of Schools

State Director, Industrial Education

Allen Hume
Local Supervisor of Industrial Education

SECTION VI

APPENDIX

STANDARD PROJECT FORMS

INTAKE HISTORY

GOODWILL INDUSTIRES OCCUPATIONAL TRAINING CENTER

NAME DATE OF INTERVIEW

SOCIAL SECURITY # CASE # RELATIONSHIP OF PERSON INTERVIEWED

ADDRESS TELEPHONE # ENTRANCE DATE

BIRTH DATE AND ORDER OF BIRTH BIRTH PLACE, CITY,STATE AGE: YRS. & MOS.

SEX RACE RELIGION PRIMARY REFERRAL COUNSELOR

PREVIOUS AGENCY OR INSTITUTIONAL HISTORY: ____________________

REMARKS: ____________________

DEVELOPMENTAL

OBSTETRICAL :

( ) Normal Delivery ____________________

( ) Caesarean Section ____________________

( ) Induced or Pathological Labor ____________________

( ) Instrument Delivery ____________________

( ) Postmature - - Premature? ____________________

( ) Normal- Breech Presentation? ____________________

( ) Other Complications? ____________________

CLIENT CONDITION AT BIRTH:

( ) Normal, ( ) Artificial Respiration, ( ) Asphyxia, ( ) Convulsions,

( ) Cyanosis, ( ) Incubator, ( ) Paralysis, ( ) Swalling Difficulty,

( ) Unusual Crying, ( ) Other ____________________

DEVELOPMENT OF SELF-HELP SKILLS:

A. Walking: ____________________

B. Talking: ____________________

C. Toilet Training: ____________________

D. Eating: ____________________

E. Dressing: ____________________

F. When did the family first know of retardation, if present, and why?

____

____

ACADEMIC DEVELOPMENT:

Schools Attended and Years of Attendance: ____________________

____

____

Type of Class: ____________________

Teachers or Principal: ____________________

____

Grade Level Attained: ____________________

Previous Measurements of Intelligence: IQ ________ TEST ________ SCORE ________ TEST ________ SCORE

________ TEST ________ SCORE ________ TEST ________ SCORE ________ TEST ________ SCORE ________ TEST ________ SCORE

OTHER TEST RESULTS: ____

____

DEVELOPMENT OF PERSONAL AND SOCIAL SKILLS:

Interpersonal Relationships Pre-school:

1. Family and Siblings: ____

____

2. Peer groups: ____

____

Interpersonal Relations in School:

1. Teachers and authority figures: ________________________________

____

2. Fellow pupils and playmates: ________________________________

____

3. Others: ____

____

Interpersonal Relations Post-school:

1. Generally in community: ________________________________

____

2. Heterosexual adjustment: ________________________________

____

____

3. Work History: ____________________

4. Employer relationships: ____________________

Personal Appearance of Client: ____________________

Interviewer's Impression of Client: ____________________

MEDICAL HISTORY

Client's illnesses: (post natal) ____________________

Impairment of special senses: Yes ( ) No ( ) ____________________

Motor Dysfunction: Yes ( ) No ( ) ____________________

Psychiatric impairment, either obvious or related ____________________

Any current medical problems, and treatment ____________________

GENERAL FAMILY HISTORY

FATHER'S NAME ______ AGE ______ OCCUPATION ______

EDUCATION ______ SALARY ______

Relationship with client: ______

MOTHER'S NAME ______ AGE ______ OCCUPATION ______

EDUCATION ______ SALARY ______

Relationship with client: ______

Living siblings in home:

NAME ______ AGE ______ NAME ______ AGE ______

NAME ______ AGE ______ NAME ______ AGE ______

Living siblings outside the home:

NAME ______ AGE ______ NAME ______ AGE ______

NAME ______ AGE ______ NAME ______ AGE ______

Deceased Siblings: ______

General Sibling education and occupation status: ______________________

General parental and sibling view of client and his handicap: ______________________

Medical problems of family in general: ______________________

Family problems in general: ______________________

Family aspirations for client ______________________

Client aspiration for himself ______________________

General remarks and impressions: ______________________

GOODWILL INDUSTRIES OCCUPATIONAL TRAINING CENTER

SUPERVISOR'S JOB SAMPLE EVALUATION FORM

CLIENT: ______________________ HANDICAP: ______________________

DEPARTMENT &/OR JOB AREA: ______________________

DATES	DAILY DUTIES AND PRODUCTION FIGURES	COMMENTS ON CLIENTS WORK AND BEHAVIOR
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

INSTRUCTIONS: Please check (X) the word, sentence, phrase descriptive of the client.

	Excellent	Good	Fair	Poor	Very Poor
LEARNING ABILITY:	( )	( )	( )	( )	( )
EYE-HAND DEXTERITY:	( )	( )	( )	( )	( )
TOOL UNDERSTANDING:	( )	( )	( )	( )	( )
MOTIVATION:	( )	( )	( )	( )	( )
REACTION TO SUPERVISION:	( )	( )	( )	( )	( )
MEMORY:	( )	( )	( )	( )	( )
QUALITY OF PERFORMANCE: (Compared with employees)	( )	( )	( )	( )	( )
VOLUME OF PERFORMANCE: (Compared with employees)	( )	( )	( )	( )	( )
SPEED OF PERFORMANCE: (Compared with employees	( )	( )	( )	( )	( )

Self Control: Even tempered ( ), Occasional Flareups ( ), Frequent Flareups ( ), Constantly Disturbed ( ).

SUPERVISION REQUIRED: Minimum ( ), Medium ( ), Close ( ), Fultime ( ).

INTEREST IN JOB:
a. Very interested ( ), Some interest ( ), No interest( ).
b. Interest increased during job tryout ( ).
Interest decreased during job tryout ( ).

INDUSTRY: Very industrious ( ), Fair worker ( ), Reluctant worker ( ), Will not work ( ).

PUNCTUALITY: On time ( ), Occasionally late ( ), Frequently tardy ( ).

ATTENDANCE: **Present ( ), Generally Present ( ), Frequently Absent ( ).**

PERSONAL APPEARANCE: Comment: ______________________________________

____

____

ATTITUDES: Comment: ____

____

____

____

GENERAL FACTORS:	Yes	No	
Cooperated with other workers	( )	( )	
Looks for work when job completed	( )	( )	
Has pride in work	( )	( )	
Is overly withdrawn	( )	( )	
Is disturbing influence	( )	( )	
Distracts easily	( )	( )	
Gives up easily	( )	( )	
Physical tolerance adequate	( )	( )	
Did the client improve during job tryout?	( )	( )	
Were there any indications of future improvement?	( )	( )	

IS THE EVALUEE AN ACCEPTABLE CANDIDATE FOR TRAINING IN THIS AREA?
Yes ( ) Problematical ( ) No ( )

PLEASE COMMENT BRIEFLY ON THE TRAINABILITY OF THIS EVALUEE: Especially stating the reason for marking problematical or no.

TRAINING SUPERVISOR'S SIGNATURE

PRODUCTION SUPERVISOR'S SIGNATURE

INSTRUCTIONS FOR DAILY PROGRESS CHECK

I. INSTRUCTIONS FOR MARKING

5 = Excellent
Excellent means outstanding in every requirement with no apparent weakness.

4 = Good
Good means outstanding in the majority of aspects with few apparent weaknesses.

3 = Satisfactory
Satisfactory means meeting minimum requirements with few apparent strengths.

2 = Poor
Poor means meeting minimum requirements in a few respects with no apparent strengths.

1 = Unsatisfactory
Unsatisfactory means not meeting minimum requirements in any way with no apparent strengths.

A. Use the aforegoing marking system to report on:
1. Personal Hygiene
2. Quality of performance
3. Quantity of performance
4. General work habits
5. General job attitudes
6. Job skills development

B. For reporting on attendance and punctuality, use the following marking system:
1. P= Present
2. A= Absent
3. T= Tardy

II. AREAS TO BE EVALUATED

A. Personal Hygiene

This refers to cleanliness of face and hands; clothes neat, clean, appropriate; hair combed and cut; shoes clean or shined; shaved or make-up neat; no offensive body or mouth odor.

B. Quality of Performance

This refers to the trainee's ability to approach the employee standards on the job in which he is being trained. (The trainee may not reach or exceed those standards, especially in the early phases of training, but based on length of training experience as opposed to initial performance, is his quality satisfactory.)

C. Quantity of Performance

This refers to the overall amount of work accomplished in the trainee's specific training area in relationship to observed amount of energy expended. In jobs where it is not possible to obtain a unit count the quantity would be the amount accomplished in relationship to what is expected.

D. General Work Habits.

This refers to the trainee's job stability, industry and application to his training and work assignment. Does he work consistently, is he given to wandering away, does he follow the prescribed processes and apply himself in such a way as to master the operation? These are some of the points to consider under this heading.

E. General Work Attitudes

This refers to interest level, is it consistent or variable, does he respond cheerfully, willingly, and courteously to direction, or does he grumble, resist, and/or complain? Does the trainee regard work and learning as something meaningful or is it just a game or something he is forced into doing? Does he show a desire for competitive or sheltered employment? Does he observe company regulations?

F. Job Skills Development

This refers to the amount of progress showed in mastering the techniques of the job so as to become more of a self starter and require less instruction and supervision. Is he developing adequately so as to attain his ultimate vocational goal?

III. GENERAL

It is recognized that the points included under each of the aforegoing headings are not all that will be considered in making the rating. The training supervisor will exercise his judgment in each of the areas as based on his own experience with other trainees and employees in similar work or training stations.

TRAINEE

HANDICAP

PROGRAM

Began Training:

Reporting Dates:

PRODUCTION SUPERVISOR

TRAINING SUPERVISOR

PERSONAL HYGIENE

M	T	W	Th	F	S

GENERAL WORK HABITS

M	T	W	Th	F	S

FIRST MONTH
GENERAL COMMENTS

ATT. & PUNCTUAL.

M	T	W	Th	F	S

GEN. JOB ATTITUDES

M	T	W	Th	F	S

QUAL. OF PERFORM.

M	T	W	Th	F	S

JOB SKILLS DEVELOP.

M	T	W	Th	F	S

QUANT. OF PERFORM.

M	T	W	Th	F	S

PERSONAL HYGIENE

M	T	W	Th	F	S

GENERAL WORK HABITS

M	T	W	Th	F	S

ATT. & PUNCTUAL.

M	T	W	Th	F	S

GEN. JOB ATTITUDES

M	T	W	Th	F	S

QUAL. OF PERFORM

M	T	W	Th	F	S

JOB SKILLS DEVELOP.

M	T	W	Th	F	S

QUANT. OF PERFORM.

M	T	W	Th	F	S

SECOND MONTH
GENERAL COMMENTS

PERSONAL HYGIENE

M	T	W	Th	F	S

GENERAL WORK HABITS

M	T	W	Th	F	S

THIRD MONTH
GENERAL COMMENTS

ATT. & PUNCTUAL.

M	T	W	Th	F	S

GEN. JOB ATTITUDES

M	T	W	Th	F	S

QUAL. OF PERFORM.

M	T	W	Th	F	S

JOB SKILLS DEVELOP.

M	T	W	Th	F	S

QUANT. OF PERFORM.

M	T	W	Th	F	S

PERSONAL HYGIENE

M	T	W	Th	F	S

GENERAL WORK HABITS

M	T	W	Th	F	S

FOURTH MONTH
GENERAL COMMENTS

ATT. & PUNCTUAL.

M	T	W	Th	F	S

GEN. JOB ATTITUDES

M	T	W	Th	F	S

QUAL. OF PERFORM.

M	T	W	Th	F	S

JOB SKILLS DEVELOP.

M	T	W	Th	F	S

QUANT. OF PERFORM.

M	T	W	Th	F	S

Counseling
Training Department
Placement Supervisor

Date________________

Counseling Sessions

Clients	Sessions									
	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										

Total Clients=
Personal Counseling (P)=
Vocational Counseling (V)=

Employables Classes

Training Department
Placement Supervisor

Date______________

Date______________

1. Clients:

1)
2)
3)
4)
5)
6)
7)
8)
9)
10)
11)
12)
13)
14)
15)

Subject:

Comments:

2. Clients:

1)
2)
3)
4)
5)
6)
7)
8)
9)
10)
11)
12)
13)
14)
15)

Subject:

Comments:

3. Clients:

1)
2)
3)
4)
5)
6)
7)
8)
9)
10)
11)
12)
13)
14)
15)

Subject:

Comments:

CONTACTS

Training Department
Placement Supervisor

Date____________________

1. Employer:

   Address:

   Phone :

   Type of Work:

   Supervisor:

   Type of Contract:

   Comments:

2. Employer:

   Address:

   Phone:

   Type of Work:

   Supervisor:

   Type of Contract:

   Comments:

3. Employer

   Address:

   Phone:

   Type of Work:

   Supervisor:

   Type of Contract:

   Comments:

PLACEMENTS

Date ______________

Training Department
Placement Supervisor

1. Clients:
Address:
Phone:
Date started:
Salary:
Supervisor:
Comments:

Employer:
Address :
Phone:
Type of work:
Hours per week:
Hours per day:

2. Clients:
Address:
Phone:
Date started:
Salary:
Supervisor:
Comments:

Employer:
Address:
Phone:
Type of work:
Hours per week:
Hours per day:

3. Clients:
Address:
Phone:
Date started:
Salary:
Supervisor:
Comments:

Employer:
Address:
Phone:
Type of work:
Hours per week:
Hours per day:

Date ______________________

FROM: Office of Placement Supervisor

TO: All Concerned

RE: Case Follow-up on: ______________________

Address: ______________________ Phone: __________

Employer: ______________________

Address: ______________________ Phone: __________

Supervisor: ______________________

Attendance: ______________________

Personal Appearance: ______________________

Work Attitudes: ______________________

Work improvement: ______________________

Needs: ______________________

Action taken: ______________________

____

Comments: ______________________

____

____

____

____

____

____
Placement Supervisor

CC: Mr. J. Everett McCluhan

File

Counselor:

Evaluation and Training Program for the Mentally Handicapped

Monthly Report of Progress

To

Mr. J. Everett McCluhan
Executive Director
Goodwill Industries

Date

	Kansas	Missouri	Other
New Referrals			
Evaluations Begun			
Dropouts			
Evaluations Completed			
Training Begun			
Dropouts			
Training Completed			

Evaluation Dispositions Recommended

Kansas	Missouri	Other

Disposition of Those Completing Training

Casework Services:

Intake Interviews: Office ____________ Home ____________
Family Follow-up: Office ____________ Home ____________
Client Counseling: Clients ____________ Sessions ____________
Other Services

Psychological Services: Clients tested ____________

Intelligence ____________ Academic ____________
Aptitude ____________ Personality ____________
Referred for Psychiatric Services ________ For GATB ____________

Work Sampling Services: # of Tryouts ____________

Personal Adjustment Classes:

# of Clients Sex Areas Covered

Placement Services:

Employers Interviewed (number and type)

Employables Classes:

# of Clients Areas Covered

Clients Enrolled at State Employment agencies ____________

Mainenance Funds Disbursed: ____________

Other Services and Remarks